DOCUMENT RESUME

ED 218 721 EA 014 731

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TITLE Local School District Approaches to Assessment and Evaluation.
INSTITUTION Illinois State Board of Education, Springfield. Evaluation and Assessment Section.
PUB DATE 82
NOTE 208p.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Academic Standards; Accountability; Administrator Role; *Board of Education Policy; Curriculum Evaluation; Elementary Secondary Education; *Formative Evaluation; Minimum Competencies; Principals; *Program Evaluation; School Districts; State Boards of Education; State School District Relationship; *Student Evaluation; Teacher Role
IDENTIFIERS *Illinois; *Illinois State Board of Education

ABSTRACT

The Illinois State Board of Education's Advisory Policy on Evaluation and Assessment encourages districts to develop and implement total student assessment and program evaluation policies. The Board suggests that these policies include provisions for (1) a process for curriculum review; (2) a range of local standards for achievement in mathematics, reading, and other areas; (3) assessment at one secondary and two elementary levels, or more; (4) multiple indicators for student assessment; (5) the use of data for defining student programs; and (6) regular reports to the local community on the development, implementation, and results of the assessment program. Various approaches that are working for students and staff in six widely varied local districts are presented in this document. The processing, continually being refined to adapt to ongoing district goals, emphasize optimal student achievement, active curriculum development, and continual program monitoring. Teachers are deeply involved in all aspects of the process. In most cases the building principal is the key leader, linking the use of the process at the school level with interpretation of program results to parents, the community, and school district administrators and board members. Policies described are from Illinois' Belleville, Decatur, Evanston, Urbana, Wheaton, and Wheeling districts. (Author/PGD)

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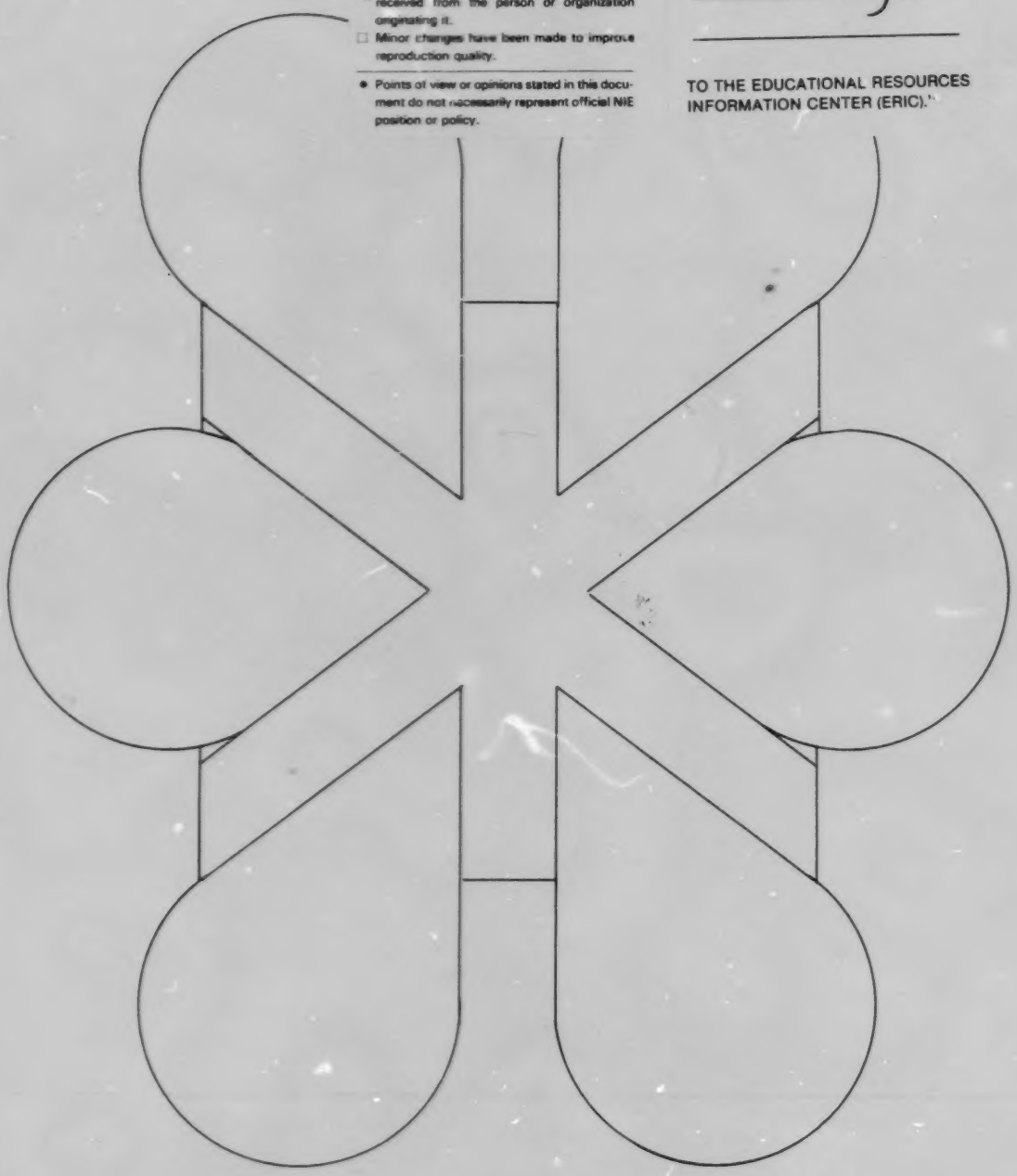

EA 014 731

LOCAL SCHOOL DISTRICT APPROACHES TO ASSESSMENT AND EVALUATION

1982

FOREWORD

This report has been prepared by the Evaluation and Assessment Section of the Illinois State Board of Education to assist school districts in developing and/or improving their student assessment programs in accordance with the State Board Advisory Policy on Evaluation and Assessment.

The advisory policy encourages districts to develop and implement a total student assessment and evaluation program. In order to provide information to school districts, several local programs have been selected to illustrate various approaches. There is no intent to establish specific state models, but rather to outline processes which are working for students and staff in six locations throughout the state.

Special thanks go the Ronald Riegel, Belleville 118; Ida Lalor, Evanston 65; Inabell Kirby, Decatur; Donald Holste, Urbana; Howard Ebmier, Wheaton; and Robert Gerry, Wheeling 21 for their contributions. Questions and comments about these programs may be addressed to these individuals or to Carmen Woods Chapman (217) 782-4980, who was the primary author of this report.

Donald G. Gill
State Superintendent of Education

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Local School District Approaches to Assessment and Evaluation

Introduction:

The State Board has adopted a policy which assigns the responsibility to local school districts to develop and implement a total student assessment and program evaluation policy which reflects the individual district goals and standards. Schools need to be accountable to their communities and assure them that students have been provided the opportunity to strive toward the Illinois Constitutional goal of "educational development of all persons to the limits of their capabilities."

Districts are not required to have a minimum competency test, but rather the Board endorses a policy which is a much more comprehensive program aimed at maximizing achievement. Local school districts are accountable to their local constituents for effective educational programs, utilizing information to meet student educational needs and reporting to the public.

In order to provide information for school district staff, several local programs have been selected to illustrate various approaches to assessment and evaluation. There is no intent to establish specific state models, but rather to provide information which may be helpful to school personnel in establishing various types of local programs.

These six districts vary in size, type, wealth, geographical location, and student populations. Program coordinators in these districts do not say that they have the ideal program to meet the needs of all students and instructional personnel within their respective districts. Instead, they explain that they are in the process of developing and implementing evaluation and assessment programs which are working for them in their school districts.

These programs are not necessarily ends in themselves, but rather processes which are being continually refined to adapt to ongoing district goals. The programs are outlined in this report with an attempt to provide various approaches which are generic enough to be adapted for other settings with their own unique problems and resources.

Background of the Illinois State Board of Education Policy

When the Illinois State Board of Education began discussing minimum competency testing (MCT) three years ago, the Illinois General Assembly and the Congress were debating legislation mandating MCT. Questions in the discussion included: If there were an MCT program in Illinois, in what way would the state and local agencies share responsibility in specifying the competencies to be tested, test development, standards or cut-off scores, test administration, and the reporting of results? What would such an MCT program cost including administration and remediation? How would such a program affect students? Would it motivate students, help those in greatest need, or would it exclude more children from schools and further stigmatize underachievers? Would curricula be revised and improved or become too narrow in focus? Would educators be held responsible for their students' acquisition of knowledge and skills, and if so, would it be unfair to hold educators accountable based on a single test score which would not take into account other factors such as a school's resources, the students' family backgrounds and home environments?

The Illinois State Board of Education concluded that MCT is a complex issue containing many unanswered questions. Therefore, the Board determined that it would be premature to support most of the proposed legislation; instead, it encouraged school districts to review MCT as well as their present student evaluation systems.

As a consequence of the State Board's position, one proposed bill was modified so that it closely paralleled the State Board resolution. The law was signed by Governor Thompson on August 31, 1978, and required the Illinois State Board of Education to encourage local school districts to establish minimum competency testing programs and to provide them with procedures and materials to assist in the establishment of such programs by December 15, 1978 (P.A. 80-1412, formerly SB 238). The State Board was also required to submit a report on MCT to the General Assembly by June 30, 1980.

The major focus on the policy study centered on the questions, "Are Illinois students being appropriately and adequately educated?" and secondly, "How can the State Board of Education best help the 1,011 school districts in Illinois respond to the first question?" Numerous reports centering on these questions were put together in one comprehensive policy study and distributed to the State Board members and ultimately to the members of the General Assembly.

State Board Advisory Policy on Assessment and Student Achievement

As a result of the policy study and the public hearings, the Illinois State Board of Education adopted a policy (June, 1980) which required neither a state nor local district MCT. Instead, it endorsed a process which should lead to maximizing achievement and ensuring accountability to students, parents, and the community while allowing districts the flexibility to assess their individual needs. It emphasized the use of multiple methods of evaluation to measure the strengths and weaknesses of a school's programs as well as the progress of its students in reference to local standards of expected success.

More specifically, the policy suggested that districts adopt a local student assessment and program evaluation policy which includes the following provisions:

1. A process for curriculum review. A major component of student assessment is program or curricular evaluation. By looking at group assessment data, districts can assess the effectiveness of their programs. The State Board of Education has recommended a three- to six-year cycle for curricular review. Students should only be held accountable when sound educational programs are provided.

2. A range of local standards for achievement in at least mathematics and reading. Locally defined expectations for student achievement have been defined as a necessary part of the State Board recommendation. As opposed to establishing a single state standard, the State Board felt that local districts are in a better position to set these standards for their own students.

3. Assessment in at least two elementary and one high school levels. The State Board of Education is concerned about the early diagnosis and ongoing assessment of students. Assessment does not necessarily mean tests or single measures of student achievement.

4. Multiple indicators for student assessment. No single test should be used as the sole criterion for promotion or graduation. It is desirable to use more than one source of information to determine the educational status of a student. For example, professional judgment, including grades and teacher observations, is necessary to assess student performance. In addition, individual standards need to be provided for special education students. The denial of a high school diploma in the 80's and 90's--because of the implications for entry into the job market--is as serious a decision as the placement of a child in a special education program. Therefore, it should be handled in the same way, through a professional staffing and not by a single test score.

5. The use of data for defining student programs. Most local school districts are testing students, but many are unable to efficiently use the data they collect to diagnose student strengths and weaknesses or program effectiveness. Some districts need to develop and implement additional assessment procedures in order to obtain more student and program information.

6. Regular reports to the local community. The community (including parents and students) needs to be informed about the development, implementation and results of the assessment program. This does not mean that test scores themselves ar adequate communication on student assessment.

In addition to the adoption of this policy, the legislation of 1978 required the State Board to make legislative recommendations. The legislation passed both the School Problems Commission and the Illinois Senate, but failed to

reach the floor in the House of Representatives (June, 1981). The recommendations remain as State Board policy and as guidelines for evaluation practices in local school districts.

The General Assembly did approve House Bill 874 which concerns minimum competency testing and handicapped students. This legislation (signed into law by the Governor on September 25, 1981) states that no Minimum Competency Test may be used to prohibit graduation of a handicapped student if the failure of the test is related to the handicapping condition.

Local Assessment Practices

What do the programs cited in this report have in common? Without exception, these six district philosophies reflect the emphasis on optimal student achievement, active curriculum development, and continual monitoring of the program. While a minimum competency test may be included as a part of the overall evaluation and assessment plan, it is only one part of the total evaluation program.

These assessment programs are the results of processes which include years of curriculum and evaluation planning. Some of the districts expanded their Developmental Learner Objective ideas from the former A-160 goals (now Illinois State Board of Education, Document #1). Teachers, along with administrative staff, are involved in the development of the programs. The teachers' sense of ownership enables them to become the key actors in instruction, the assessment, and the analysis of whether the goals for both individuals and groups of students have been attained. The data are used because teachers see their relevance for the classroom.

In most of the successful programs, the building principal is the instructional leader who takes an active part in both the curriculum development as well as the student assessment procedure. He/She becomes the important link in the use of student data in the central office as well as the individual classroom. In addition to informing students and parents about individual progress, the principal makes regular reports to the Board of Education and the community on school progress. This communication takes the form of both planning on general goals as well as instruction on the use of the various kinds of data which are used to report results. As one district administrator put it, "It is our job to not only educate children, but the community as well. We need to let people know what we expect kids to do and how we are going to help them do it!"

BELLEVILLE 118

"Comprehensive Instructional Monitoring System"

BELLEVILLE 118

"Comprehensive Instructional Monitoring System"

I. Background of the District

A. The Belleville Public School District #118 is located in southwestern Illinois in St. Clair County. It is a K-8 elementary district of approximately 3,000 students in a community with a population of 43,000.

The Belleville School System operates on a total budget of approximately $6 million with an assessed valuation of $142 million. Like many districts, the enrollment has been declining significantly over the past twelve years resulting in a loss of approximately 2,000 students and the closing of three buildings over that period of time.

B. In 1974, the district was faced with severe financial problems resulting in the district being stripped of many professional staff and programs. With the appointment of a new superintendent in 1976, the district began to develop plans which, if successful, would rebuild quality and financial accountability in the system. Through creative administrative and Board planning, the district passed a tax restructuring referendum of forty cents in 1976 which resulted in a breath of new life for the community and the school system. The successful referendum, coupled with other financial strategies, has gradually allowed the district to establish and maintain a more stable financial status.

It is important to note that in order to accomplish these goals, the district has enjoyed excellent Board and superintendency continuity which contributes to the development and accomplishment of educational goals.

II. Abstract of the Program

A. Over the past several years, state legislatures throughout the country have been reacting to the hue and cry of the public for more accountability in the public schools of this country. At the time of this writing, state legislatures in thirty-eight states have answered this cry for action by inacting minimal competency testing requirements supposedly intended to assure certain levels of academic competency on the part of students.

It is the feeling of Belleville School officials that while the public's concern may have some legitimacy, the law makers have taken action to institute an accountability system that could result in injustice to the great majority of students.

Unfortunately, much of the fault of the minimal competency legislation throughout the country must be laid at the feet of educators, for it is they who have too complacently accepted the law makers' decision, rather than professionally responding with sound educational alternatives.

The program developed by the Belleville Public Schools is a sound educational alternative to minimal competency testing. It is a comprehensive instructional monitoring system intended to develop the optimal potential in all children. The Belleville system has been in full operation for approximately five years and it has been improved each year since its implementation. Its components include:

a) Skills Continuums in each curricular area which attempt to identify and place skills in a priority and sequential compartment.

b) An exit testing system administered at third, sixth, and eighth grade levels. These levels have been chosen because they mark appropriate check points along the child's educational experience within the district. It should be noted that the tests were made directly from the continuums, thereby assuring that the test is criterion-referenced.

c) Item Analysis Forms. This analysis is performed by individual teachers who are able to identify the specific skills in which children demonstrated proficiency or the lack of it. This is important to the professional staff since it provides the data from which curricular modifications are made. The teachers in the school district perform this task in a very brief time and feel that it is the most valuable and informative component in the monitoring system.

d) Process for Evaluation and Action. The faculty of each school is given the opportunity to meet to examine the results of the item analysis for each test area. The teacher function at this time is to identify weaknesses in their instructional program and to make decisions and recommendations regarding strategy to help increase student proficiency in each identified skill area. Further examination of the data clearly indicates to the teacher the individual students who may need remedial instruction.

III. Elaboration of the Specific Components of the Policy

A. Curriculum Development and Review

1. What are the criteria used to determine what should be taught?

As indicated elsewhere in this report, the skills continuums reflect not only what children should be taught, but also the appropriate grade level. Decisions on the specific skills were made by members of the

District #118 professional staff. Procedurally, the committee initially screened numerous textbooks in each curricular area to get a broad-based understanding of skill expectations as determined by textbook publishers. Following this procedure, decisions were made by the professional staff regarding the priority and sequence of the skills. The continuums include information for the teacher on whether they are to provide readiness activities for learning the skills, to teach the skill, or to reinforce it. In addition, each skill receives a priority ranking. For example, if a skill has a number one priority, this indicates to the teacher that sufficient time must be spent on the skill to assure its attainment by students. A number two priority skill would indicate that further concentrated instruction will take place with that skill for at least one or two more years. A third priority skill generally indicates initial instruction in the skill and that it will either be taught for a number of years to come or that attainment is not critical. It should be noted that the district personnel maintain the prerogative to delete, amend, or move a skill from one level to another as deemed important.

2. What are the criteria used to determine the standards (what children should know at specific levels)?

The District #118 program is not a minimal competency type of program. It is designed to teach and test optimally for all students. Both the continuums and the evaluation instrument are broad based and comprehensive. As indicated earlier in this report, a key process used in this instructional monitoring system involves conducting an item analysis. This process has been extremely simplified and from the teachers' point of view, is one of the most desirable elements of the program. The use of the process will be reported in more detail further in this report.

B. Assessment

1. What are the types of instruments or methods used to assess students?

The district developed "Exit" Tests that are administered to all students in grades three, six, and eight. These tests are administered at strategic check points throughout the child's educational experience in the district. The third grade level was selected because it marks a generally accepted period of heavy instruction in basic skills; the sixth grade because it is the termination point of elementary instruction and a good time to evaluate the kinds of skills the student has attained in our elementary schools; the eighth grade was chosen because it marks the culmination of the child's educational experience in District #118's dual district organization.

It should be noted that each test was developed locally and each test question was taken from skill expectations on the skills continuums. In fact, statistical matching was conducted to assure that test questions evaluated the skills being taught.

2. What is done with the data from assessment? (students and curriculum)

a) School Level ---

As tests are completed, scored, and returned to the exit level teacher, an individual student profile form is completed reflecting the results of each test. This is followed by a workshop day allowing primary, intermediate, and junior high faculties to meet independently within their own building to perform an item analysis of each area tested. A form which indicates the skill that each question is addressing is provided for this process. The teachers then take the individual answer sheets and tally the number of students who missed each question. Once this task has been completed, the appropriate team of teachers, i.e., grades four through six or kindergarten through three, identify those skills that, according to the test, were not attained by over two-thirds of the students who took the test. Each of these are then considered areas of concern in the curriculum of that building. The team of teachers then attempts to determine why they believe this skill may not have been attained at a proper level and subsequently develops recommendations for the improvement of that identified skill deficiency. This procedure is followed by conferences with the building principal who takes a major role in monitoring and implementing the necessary recommendations.

b. Grade Level ---

Based upon the recommendations outlined in "a" above, each grade becomes affected contingent upon the curricular changes indicated at its level. The results of the test are used as a diagnostic instrument for teachers at succeeding grade levels.

c. District Level ---

Test data from all schools within the district are tabulated in order to obtain district information. At this level, an analysis is made to identify skill

deficiencies or curricular areas that appear to be evident as a district problem. At this point, curricular modifications may be made to correct the identified deficiencies.

d. Individual Student ---

At the present time, the district is in the process of working with Belleville Area College to computerize the system. This information will allow the teacher to address skill deficiencies of particular students or use it as a grouping instrument for students experiencing similar skill deficiencies.

e. Special Populations (i.e., handicapped, bilingual, Title I)

Handicapped students are placed in appropriate special education classes with Individualized Education Programs (I.E.P.s) and are not included in the instructional monitoring system.

Bilingual students receive specialized types of instruction and are also included in the population served.

Title I students also receive specialized supplemental instruction and are also included as part of the monitoring system.

IV. Reporting

A. How do you report on the process and product to:

1. Students ---

Depending upon age or grade level, it has been a policy of the Belleville Public Schools that academic expectations should not be kept a secret from students. Therefore, depending upon grade level, either students/and or parents will be told what the academic expectations are for that year as well as their exit tests results. This is accomplished through both oral and written communication.

2. Parents ---

All records, including test data, are available to parents. The district conducts formal parent-teacher conferences twice yearly. At this time, teachers use the skills continuums to identify academic expectations of students at each particular grade level.

3. Community/School Board ---

Each school within the district has a School Community Council which meets with the principal several times each year. The instructional monitoring system process is discussed at the meetings. In addition, a District School Community Council meets with District Office Administration to discuss information pertaining to the entire district.

The District #118 School Board functions by committee. One committee deals specifically with curriculum. This committee, along with the entire Board, has been involved in the development and implementation of this instructional monitoring system. Meetings are conducted to give the Board an opportunity to react to the information from the program.

V. Issues

A. Benefits of the Program to:

1. Students ---

Properly adhered to, the system assures students of a sound instructional system which monitors their progress in basic skills in a systematic manner. In addition, students at certain levels can be informed of the academic expectations expected by the school system.

2. Teachers ---

a. The Continuums:

1. Provide direction for the teachers as they plan and teach, thereby clarifying specific instructional responsibilities;

2. Identify what emphasis or priority <u>any</u> chapter of <u>any</u> text should receive;

3. Indicate to the teacher whether he/she is responsibile for introducing a skill, teaching a skill, or reinforcing a skill that has already been taught;

4. Indicate what instructional priority each skill has at that particular grade level;

5. Depict, in an easy to follow format, the development of all skills from kindergarten through eighth grade;

6. Allow teachers to confidently and directly relate to parents what is expected of their child in each curricular area;

7. Provide a solid foundation for the selection of textbooks and materials;

8. Demonstrate a commitment to a basic educational program;

9. Provide instructional continuity and articulation throughout the school system.

b. Exit Tests:

1. Provide achievement data at critical check points in the child's educational experience,

2. Provide data that can be used as a diagnostic tool for teachers,

3. Guarantee that we indeed test what we teach.

c. Item Analysis Process:

1. Provides teachers a method for identifying the strengths and weaknesses of each student and class,

2. Provides building faculties with data regarding problems in their existing curriculum,

3. Provides a technique for strengthening instructional programs with the building curriculum and/or throughout the district,

4. Creates an environment for open teacher interaction regarding the instructional program within individual schools.

3. Administrators ---

The entire monitoring system has provided the building principal the opportunity to have a comprehensive understanding of the instructional program and objectives for his/her school. Further, the test results provide reliable data with which to assess the progress of his/her students. This, coupled with the Item Analysis results, has provided an excellent vehicle for principal-teacher conferences relative to the educational program.

4. Board of Education ---

To say the least, the instructional monitoring system has the potential to make a Board of Educaton feel confident about its educational program. This confidence is manifested by the knowledge that the district's emphasis is on a strong program in basic skills; that students are assessed in a valid manner; that children are identified who need remedial instruction; and that parents are informed of student achievement.

5. Parents ---

Parents benefit from the monitoring system because they are informed about what is expected of their child, how well he/she is achieving in those areas, and whether or not it is at an acceptable pace. In addition, it is felt that the system generates a great deal of accountability to parents from their schools.

6. Community ----

The community benefits from information about the system and the goals which have been established. This communication tends to enhance community support of the local educational system.

B. Problems Encountered

1. There was an initial, but natural, concern on the part of some teachers that the test results were to be used to evaluate their effectiveness.

2. The third and sixth grade teachers initially felt responsible for the achievement of the student at the time the test was administered. They were assured that the results of the test indicated student achievement from kindergarten through third grade; from kindergarten through sixth grade; or from kindergarten through eighth grade.

C. Future Directions

It appears that District #118 teachers are committed to the instructional monitoring system. Most likely this has come about because they have been a "part of the action" in its development and implementation. This has resulted in a commitment that is both personal and professional. There also appears to be much more open discussion among teachers relative to the responsibility for the instructional program. There is evidence that indicates that this will result in teachers more openly identifying areas of instructional expertise in which they need help. Consequently, inservice training programs can be directed to more specific and appropriate

topics. And finally, with the cooperation of Belleville Area College, it is anticipated that computer printouts can be obtained which will provide both individual and curricular data.

ENGLISH SKILLS CONTINUUM FORMS
BELLEVILLE PUBLIC SCHOOLS
DISTRICT #118

8/23/77

ENGLISH SKILLS CONTINUUM
GRADES 3 - 6

The following outline indicates the general grade-level of instruction. Dots indicate periods of readiness (.), cross marks (X) indicate instruction and development, and dashes (---) indicate levels of reinforcement. 1, 2, or 3 indicates the degree of priority assigned to each skill (1-high - 3-low).

	3	4	5	6
I. Sentence Structure				
A. Subject	x^1	x^1	$---^1$	$---^1$
B. Predicate	x^1	x^1	$---^1$	$---^1$
C. Noun Phrases	x^1	x^1	x^1	x^1
1. Object of prep.			x^2	x^2
D. Plurals & Singulars of Nouns	x^1	x^1	x^1	x^1
E. Possessive Nouns	x^2	x^1	$---^1$	$---^1$
F. Proper Nouns	x^1	x^1	$---^1$	$---^1$
G. Pronouns				
1. Subject	x^2	x^1	$---^1$	$---^1$
2. Object		.	x^2	x^1
3. Indefinite	.	.	x^2	x^1
H. Verb				
1. Present	x^1	x^1	$---^1$	$---^1$
2. "s"	x^1	x^1	$---^1$	$---^1$
3. Past	x^2	x^2	$---^1$	$---^1$
4. Have + Verb	.	x^2	x^2	x^1
5. Transitive Verb		.	x^2	x^2
6. Intransitive Verb		.	x^2	x^2
7. Forms of be		x^1	x^1	x^1
8. Be + adj.			.	x^1
9. Be + adv. of place			.	x^1

BELLEVILLE PUBLIC SCHOOLS
DISTRICT #118

SIXTH GRADE ENGLISH EXIT TEST

General Directions:

Darken in the appropriate letter on your response sheet. (Number 2 pencil only.)

I. What is the complete subject?

1. Jane and I could not see through the smog.

   a. Jane
   b. Jane and I
   c. could not see through
   d. the smog

II. What is the complete predicate?

2. The rain beat against the window pane.

   a. The rain
   b. The rain beat against
   c. against the window pane
   d. beat against the window pane

III. Mark the letter of the response that applies to the underlined word.

3. The dogs ran across the field. Dogs is a _____:

   a. possessive noun
   b. plural noun
   c. proper noun
   d. contraction

4. Jane read her story to the class. Jane is a _____:

   a. possessive noun
   b. plural noun
   c. proper noun
   d. contraction

5. Didn't Jane return Carl's hat? Carl's is a _____:

   a. possessive noun
   b. plural noun
   c. possessive pronoun
   d. contraction

6. The book was bound in green leather. Book is a _____:

   a. singular noun
   b. plural noun
   c. proper noun
   d. contraction

School _____

Grade Level 6

Year _____

SIXTH GRADE ENGLISH

Item	Tally	Skill
1.		Subject
2.		Predicate
3.		Plural Noun
4.		Proper Noun
5.		Possessive Noun
6.		Singular Noun
7.		Obj. of Preposition
8.		Obj. of Preposition
9.		Subject Pronoun
10.		Subject Pronoun
11.		Indefinite Pronoun
12.		Verb Tense
13.		Verb Tense
14.		Verb Tense
15.		Verb Tense
16.		"Be" Verb
17.		"Be" Verb
18.		"Be" Verb
19.		Adjective
20.		Conjunction
21.		Preposition
22.		Verb Forms
23.		Sentence Forms
24.		Sentence Forms
25.		Sentence Forms

BELLEVILLE PUBLIC SCHOOLS
DISTRICT #118
BELLEVILLE, ILLINOIS

INDIVIDUAL STUDENT PROFILE

Name: _____ Date: _____

Grade: 6 School: _____

Junior High you will attend: _____

SUBJECT	SCORE
Language	____%
Mathematics	
Part I - Computation	____%
Part II - Concepts and Application	____%
Plymouth Cards	
Addition	____%
Subtraction	____%
Multiplication	____%
Division	____%
Reading	____%
Social Studies	
Concepts	____%
Mapping	____%
Cognitive Facts	____%
Health	____%
Spelling	____%

Penmanship (Use Freeman Evaluation Scale from Zaner Bloser)

☐ Above Level - Comparable to Specimen/or better

☐ At Level - Comparable to Specimens 2 and 3

☐ Below Level - Comparable to Specimens 4 and 5/or worse

Written Expression - See attached sample.

DECATUR

"An Evaluation Model for Program Improvement"

DECATUR

"An Evaluation Model for Program Improvement"

Background

I. The Decatur Public School District operates under a special charter granted by the state legislature prior to the existence of the original school code. Although in the past this was a matter of great local pride, in reality the district operates as a unit district. The district forms the center of the Decatur-Macon County metropolitan area. Its 44 square miles is approximately the same as the City of Decatur although the boundaries are not entirely coterminous. A circle of seven small unit districts surrounds the Decatur district. Newer developments at the rim of the city often are within one or more of these districts. Enrollment, currently just under 16,000, is down from a high of 21,713 in 1968. Part of this decrease is due to the declining birth rate and part is due to the fact that young families often purchase homes in the surrounding suburban districts. Curiously enough, the rate of shrinkage of Decatur enrollment beyond that accounted for by birth rate decline has been shown to be approximately the same as that of the county and, at least in some years, that of the State as a whole. The 1980 estimated assessed valuation of $478,450,200 provides a base of approximately $30,000 per pupil. The education fund tax rate has been $1.80 since 1956. Several attempts to raise this limit have been defeated. In the meantime, increased assessed valuation and state aid together with precise budgeting have made it possible to survive several economic crises. In recent years, the district has been able to operate with a surplus which has provided significant amounts of interest income. The current budget year is expected to show a reduction in the surplus (includig all funds) by nearly half from $6.5 million to approximately $3.4 million. It is expected that this surplus will be completely gone by June 1982. This circumstance, aggravated by high inflation rates, state and federal cuts, and escalating costs in nonelective expenditures such as energy, insurance, etc., has forced the district to adopt program cuts of approximately $1.5 million in the preparation of the 1981-82 budget.

During the period of declining enrollment, the district used the modernization of physical plants as a device to consolidate space and at the same time move into compliance with the State Board of Education desegregation guidelines. Currently the district operates 24 elementary schools, 4 middle schools, 4 high schools, 1 special school for trainable and sub-trainable students, and an area vocational school. (The district acts as administrative district for the special education district serving Macon and Piatt counties and operates the Area Vocational Center for the cooperative use of 21 districts.) Total private school enrollment in the area has remained quite stable in recent years varying from year to year between 2,500 and 2,900 students. (October 1980 total was 2,585.) Enrollment at the older Catholic and Lutheran schools has decreased, while several newer fundamentalist schools have been opened. Relationships between public and private schools, traditionally, have been very good. High school students from private

schools frequently come to public schools for the vocational programs or to enroll in courses which are not offered at their schools. School nurses employed by the district serve private schools where requested, and some schools are provided satellite cafeteria services.

Decatur has always had a high proportion of Title I eligible students. The proportion that these students bear to total enrollment has steadily increased in recent years. In addition, for more than a year, the area has had an extremely high unemployment rate. A recent analysis of the number of students who have been certified as eligible for free or reduced-price lunches revealed that 23% of all students currently enrolled have been so identified. The fourteen (14) elementary schools which will be Title I schools in 1981-82 all have proportions of free or reduced-price eligible students in excess of 30%. Sixty percent of all students enrolled in one school are eligible.

II. Abstract of the Program

The Evaluation system of the Decatur schools can best be described by referring to three documents:

> The Board of Education Policies and related Administrative Regulations.
>
> The Evaluation model developed in 1975 to describe the way in which evaluation is used to lend rationality to educational decision making.
>
> The Priority model developed in 1975 to describe the way in which priorities are established and translated into allocations of available resources.

A. From the official Board Policy and Operation Manual:

1. Board Policy

Section 3-1: Philosophy

We in the Decatur Public Schools believe in the following principles of democratic society:

> The dignity and personal worth of every individual.
>
> The right of all people to equal opportunity.
>
> The responsibility for advancing the general welfare.
>
> The importance of moral and spiritual values.
>
> The worth of reason as a way of solving problems.
>
> The value of excellence in all areas of life.

Freedom and justice under law.

The importance of initiative and individuality.

The prime purpose of Decatur Public Schools District 61 is to develop as fully as possible the intellectual faculities of each pupil and to prepare the student for a contributing part in our democratic society. This demands sound instruction in the fundamental skills and intellectual disciplines, the teaching of worthwhile subject matter, and the cultivation of reasoning and creativeness. The public schools share with parents and community the duty of helping each student to attain the knowledge, skills, and understandings that characterize a responsible, productive, happy citizen.

Section 3-2: Broad General Policies

1. Schools should reflect needs, desires, and aspirations of Decatur citizens for the children of the community.

2. Staff must recommend and provide, within the limitation of community support, the programs, facilities, and services which will educate all students to the extent of their abilities.

3. The curriculum should be varied enough to meet the needs of all students.

4. Staff members, buildings, equipment, and materials should be adequate to care for the students who enroll.

5. Services such as those performed by counselors, librarians, nurses, and supervisors should be provided as needed.

6. Research and evaluation techniques should be used to guide both curriculum development and the efficient use of resources.

7. The Board of Education, representing the community, bears the responsibility for final approval of all educational programs as well as for appropriate administrative support services and physical facilities.

Section 3-3: Student Goals

The Decatur Plan for Instructional Improvement developed from a 1973 revision in guidelines for state recognition of school systems. A community-school committee in 1973 established a set of student goals which were designed to describe the educational outcomes to which the community aspires for its children. With minor revisions made in 1976, these goals are:

SKILLS

1. Acquire mastery and use of the basic learning skills, such as:

   A. Effective communication--reading, writing, speaking, listening, and observing;

   B. Mathematical manipulations--number concepts and fundamental operations;

   C. Logical reasoning and problem solving;

   D. Locating, evaluating, and interpreting information;

   E. Manipulating basic equipment.

SELF

2. Acquire feelings of adequacy and self-worth through:

   A. Increasing awareness, understanding, and respect for self;

   B. Positive attitude toward life-long learning;

   C. Dealing constructively with challenging experiences;

   D. Opportunities for a variety of genuine successful experiences;

   E. Encouragement of intellectual curiosity;

   F. Development of creative abilities;

   G. A growing capacity for self-discipline and self-direction.

OTHERS

3. Acquire an understanding and appreciation for mankind through:

   A. Basic knowledge of the world and its cultures,

   B. Study of the interdependence and interaction of all people,

   C. Recognition of the worth and dignity of all people,

   D. Recognition of different economic backgrounds,

   E. Respect and acceptance of the uniqueness of individuals,

F. Encouragement of the development of high moral and spiritual standards.

CITIZENSHIP

4. Develop habits and attitudes associated with responsible citizenship by:

   A. Encouragement of loyalty to and understanding of the democratic processes;

   B. Knowledge of the history and the constitutions of our country and state;

   C. Knowledge and appreciation of our cultural heritage;

   D. Acceptance of basic values such as honesty, fairness, compassion, and respect;

   E. Awareness of and respect for the rights and responsibilities of all citizens;

   F. Acceptance of the responsibility for being a productive citizen.

HEALTH

5. Develop attitudes and practices associated with good health and safety including:

   A. Sound physical and mental personal health habits;

   B. Understanding of, concern for, and participation in community health programs;

   C. Understanding of, concern for, and participation in programs promoting safety for self and others.

ADULT LIFE

6. Prepare for a productive life through:

   A. Career education preparation for college, job and/or family participation in a world of change;

   B. Understanding of the sources, uses, and management of money, in a democratic society based on free enterprise;

   C. Understanding of the importance of relationships within the home structure and its involvement within the broader society;

   D. Participation in programs which build potential for useful leisure-time activities.

BEAUTY

7. Cultivate an appreciation for beauty through:

   A. Study of humanities, such as music, art, drama and literature;

   B. Creative expression in these humanities.

ENVIRONMENT

8. Gain an understanding of man's total environment through:

   A. Study of the principles of ecology,

   B. Learning to conserve and efficiently utilize available resources,

   C. Experiencing meaningful outdoor activities.

Section 3-4: Developmental Learner Objectives

Staff members have translated these goals to a set of Developmental Learner Objectives which describe the degree to which the goals should be met by various stages in the student's education career: third grade, sixth grade, eighth grade, and high school graduation. This structure provides a standard to guide curriculum design. Evaluative techniques shall be used to monitor the degree to which educational programs are meeting the intents for which they are designed and the degree to which individuals or groups of students are progressing within the programs.

Section 6-4: Educational Program

a. The Decatur Public Schools shall provide instructional programs designed to meet the needs of students from kindergarten through twelfth grade. These programs will include the minimum programs as required by the State Board of Education, but will be expanded as directed by the Superintendent of Schools.

b. The superintendent shall prescribe such rules relating to the instructional programs as he deems necessary to meet the requirements of the State of Illinois and to improve educational services offered by the school system.

c. The superintendent shall set up a plan whereby the curriculum shall be studied continuously as a means of effecting constant improvement.

d. Student placement in programs and monitoring of progress shall be guided by the district evaluation system including, but not limited to, Minimum Competency Testing in basic skills at the end of 3rd, 6th, and 8th grade levels as described in the Developmental Learner Objectives,

minimum level. In no case shall a student be denied access to a course of study, promotion or a diploma on the basis of any single test.

e. Regular public reports shall be made to the board concerning the progress and outcomes of minimum competency testing as well as of general achievement testing.

Section 8-3: Evaluation

A program of continuous evaluation of student achievement and ability shall be carried out in the Decatur Public Schools. This program includes the minimum competency and general achievement testing described in 6-4 d and e, but also may include diagnostic or critierion testing designed to assist in the development of the individual educational plan for a particular student.

These policy statements clearly support the general expectation that decisions be based on solid analyses of information available and projected results of alternative courses of action. Although the focus is on evaluation of the instructional program and of the progress of students through it, an equal degree of insistance on rational planning and careful husbanding of resources extends throughout the various support services.

2. Administrative Regulations

604-01 Educational Program

The major functions of the Decatur Public Schools shall be designed to keep current the student goals described in Board Policy 3-3 and to provide the educational programs to accomplish them.

604-02 Premises

The major premises upon which the educational program is based are:

A. Goal setting and rational movement toward those goals are essential functions of dynamic, viable educational organizations.

B. Teachers, administrators, and townspeople need to be actively involved in goal and objective setting and curriculum design.

C. Decisions regarding program direction and curriculum design shall be based on planned, rational investigation, rather than reaction to crisis.

D. Such investigation shall use both professional expertise and community input to design the educational program which is appropriate for the children of Decatur Public Schools. Decisions shall be made after interaction between teachers, administrators, and the Board of Education.

604-03 Program Direction Council

A. Purpose - the major purposes of the PDC are as follows:

1. To examine the degree to which the Student Goals adequately describe the community's aspirations for its children.

2. To evaluate and periodically recommend revision of specific Developmental Learning Objectives designed to translate the goals which represent the community's aspirations for its children to specific education objectives (see Board Policy 3-3 and 3-4).

3. To study and recommend the degree to which Decatur students meet the objectives specified.

4. To study and recommend specific competency levels which are to be met by students.

5. To coordinate those various evaluation projects which are interdisciplinary in nature and/or focused at the DLO level, rather than of specific curricular offerings as such.

6. To establish and cause to function Action Groups to conduct in-depth studies and make recommendations related to any of the above functions or any others in the area of program direction. The composition of each such Action Group shall be carefully designed to include staff members with expertise in related curricular areas as well as appropriate representation from the community outside the schools. Memberships shall be based on expertise, not on proportionate representation.

B. Organization

1. Membership - PDC membership shall consist of:

12 elementary teachers elected by their peers, one from each of 12 pairs of schools

4 middle school teachers elected by their peers, one from each of the middle schools

5 high school teachers elected by their peers, one from each of the high schools and one from the Area Vocational Center

3 elementary principals elected by the elementary principals

1 middle school principal elected by the middle school principals

1 high school principal elected by the high school principals

1 Director of Research

1 Director of Elementary Education

1 Director of Secondary Education

1 Director of Vocational Education

1 Assistant Director of Special Education of Decatur

1 other representative from the Education Council, elected by the Education Council

1 Associate Superintendent, who shall chair the PDS

33 Members

2. Election - all elected positions shall be for 3-year terms, staggered to have one-third of the positions elected each year.

3. Meetings shall be chaired by the Associate Superintendent and shall be held at the chairman's call with sufficient frequency to accomplish the work of the PDC.

4. Action Groups (AG's) shall be organized to conduct in-depth studies of particular areas of responsibility of the PDC. Each shall report to the PDC its recommendations regarding program direction and evaluation. AG's also recommend strategies for the efficient and effective implementation of their proposals.

5. Each AG's field of study and its membership shall be determined by the PDC. AG membership may include PDC members, additional teachers, administrators, subject matter specialists, Board of Education members, other community representatives, and students.

6. PDC AG's and committees may include, but are not limited to the following:

Needs Assessment
Student Goals
Developmental Learner Objectives
Competency Testing
North Central Evaluation
State Evaluation

C. Study and Report Schedule

(To be developed by CDC during its first year.)

604-04 Curriculum Advisory Council (CAC)

A. Purpose - The major purposes of the CAC are as follows:

1. Identify and define major curricular areas of study.

2. Formulate long-range plans for curriculum development and maintenance, with provision that the various areas of the curriculum be studied every five years on a rotating basis.

3. Establish and cause to function curriculum area task forces (TF's), each to conduct in-depth studies of particular areas of the curriculum for the purpose of evaluating the curriculum and recommending improvements as deemed appropriate. The CAC shall make its recommendations to the Superintendent and to the Board of Education.

4. Develop necessary strategies for the efficient and effective implementation of proposed curricular changes.

5. Provide two-way communication with the remainder of the professional staff regarding the work of the CAC and its various task forces.

B. Organization

1. Membership - CAC membership shall consist of:

12 elementary teachers elected by their peers, one from each of 12 pairs of schools

4 middle school teachers elected by their peers from each of the middle schools

4 high school teachers elected by their peers in each of the high schools

1 elementary principal elected by the elementary principals

1 middle school principal elected by the middle school principals

1 high school principal elected by the high school principals

1 Director of Elementary Education, ex-officio

1 Director of Secondary Education, ex-officio

1 Associate Superintendent, ex-officio, who shall chair the CAC

26 Members

2. Election - all elected positions shall be 3-year terms, staggered to have one-third of the positions elected each year.

3. Meetings shall be chaired by the Associate Superintendent and shall be held at the chairman's call with sufficient frequency to accomplish the work of CAC.

4. Task forces (TF's) shall be organized to conduct in-depth studies of particular areas of the curriculum and shall report to the CAC recommendations regarding curriculum change, innovation, or modification. TF's also recommend strategies for the efficient and effective implementation of proposed curriculum changes.

5. Each TF's field of curriculum study and its membership shall be determined by the CAC. TF membership may include CAC members, additional teachers, administrators, subject matter specialists, laymen, and students.

6. CAC TF's and committees may include, but are not limited to, the following:

Language Arts/English	Half-Day Inservice
Mathematics	Over-all Plan
Foreign Language	CAC Organization
Physical Education	Drug Abuse
Standardized Testing	Kindergarten
EMI	Citizenship
Reporting to Parents	Social Studies
Role of Department Heads	Home Economics
Library/IMC	CAC Handbook Committee
Handbook	Business Education
Driver Education	Science
Class Size	Industrial Arts & Vocational
Environmental Awareness	Fine Arts
Conference Committee	

C. Task Force Study and Report Schedule

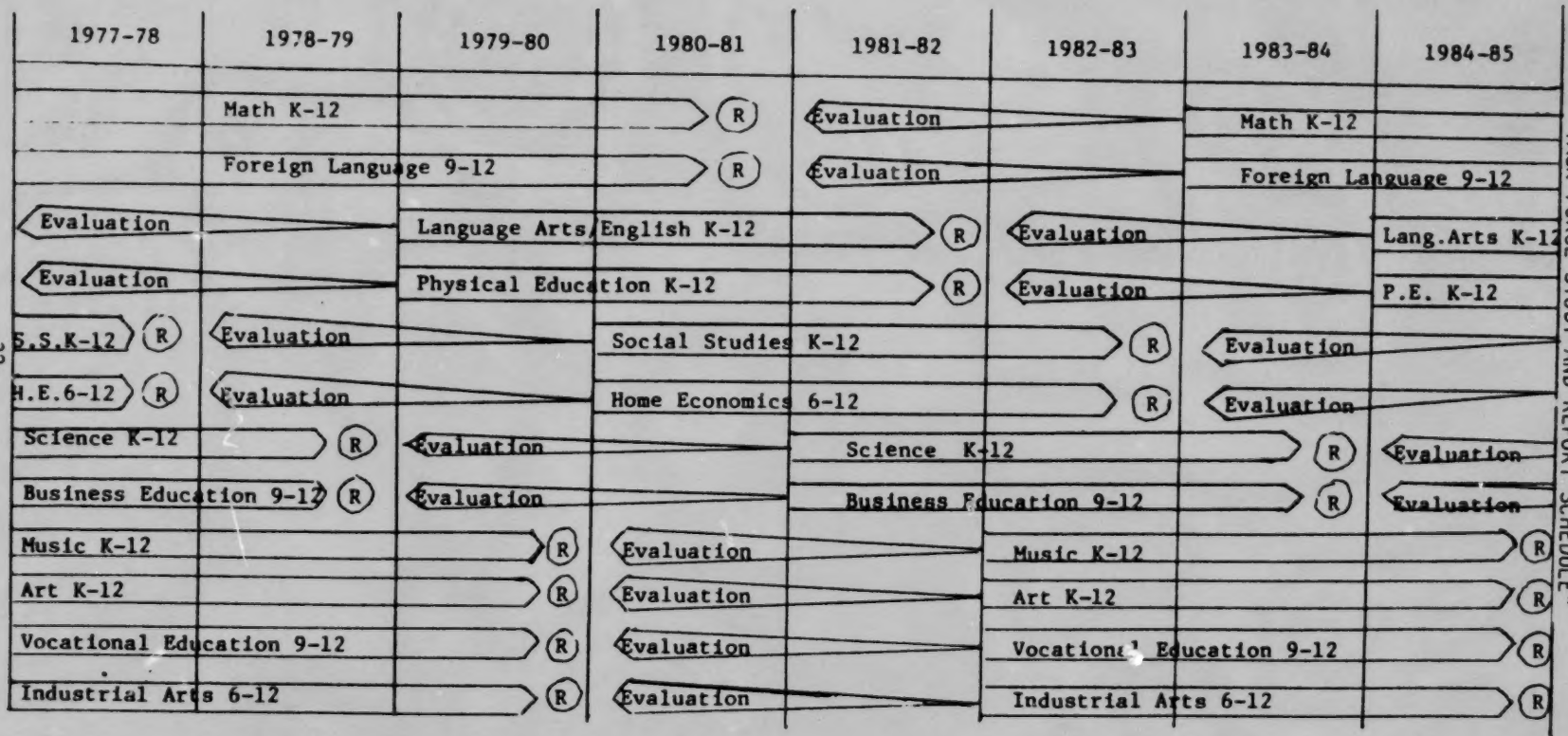
The various subject matter TF's shall conduct their studies and report according to the following schedule:

1. Timetable and Task Force Reporting

   a. Third Tuesday in April
   Preliminary report by task force representatives to CAC and to all other teachers in the curriculum area.

Task Force Study and Report Schedule

1. The various subject matter task forces shall conduct their studies and make their reports to the CAC and to the Board of Education and conduct evaluations according to the following five-year cyclical on February 24, 1970:



R = Task Force Report to CAC and to Board of Education.

2. Task forces not scheduled above shall conduct their studies and make their reports as scheduled by CAC.

b. First Tuesday in May
Submission of written preliminary report to the CAC.

2. School Year of Final Adoption

a. Third Tuesday in October
The written proposal will be made available to the members of the CAC for their review.

b. First Tuesday in November
The CAC will hear and take action on the task force report.

c. Third Tuesday in November
The task force will report to a committee composed of the administrators and the Education Committee of the Board of Education.

d. Two weeks prior to the first Board Meeting in December
The final written report will be made available to the Board of Education members.

e. Second Tuesday in December
Presentation of final report to the Board of Education.

604-05 Relationship between PDC and CAC

A. Purpose - the PDC and CAC share the major functions of the schools:

--The PDC asks:

What should the students be able to do?

To what degree are they reaching these goals?

--The CAC asks:

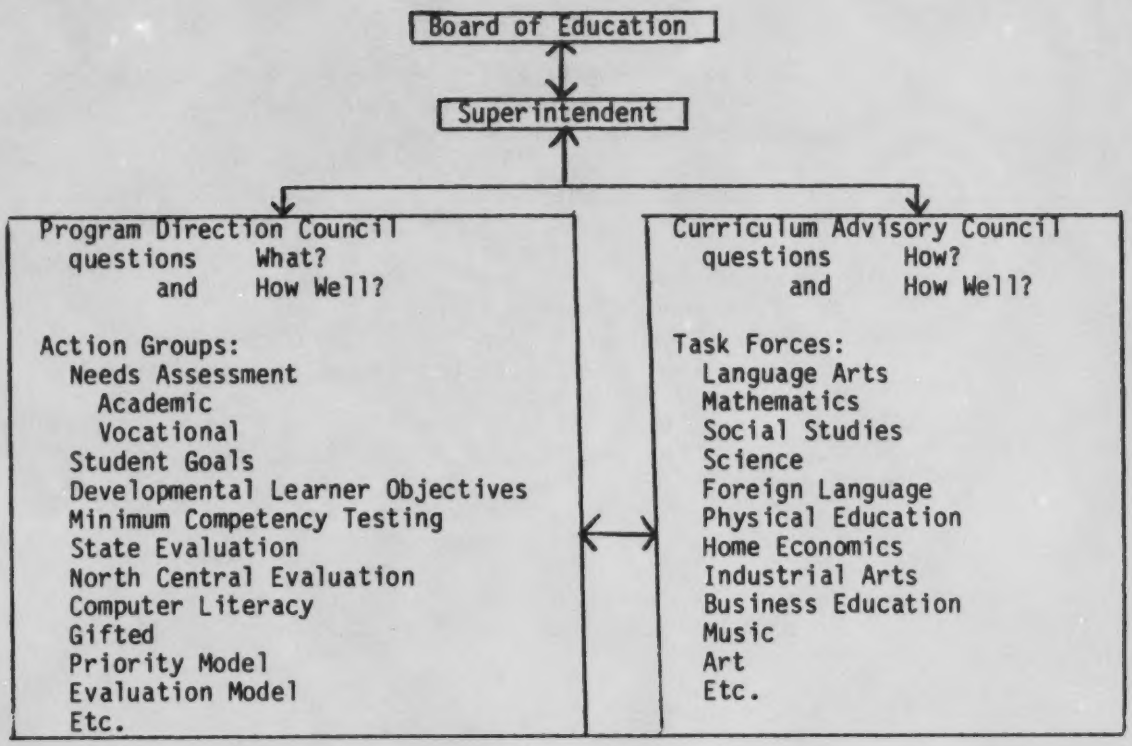
What curricular design is needed to accomplish the goals? (courses, materials, methods, etc.)

To what degree is a particular curricular design accomplishing what was intended?

B. Communication

It is essential that the two organizations maintain continuous communication so that related areas may be coordinated and that curricular offerings may be responsive to the needs which are identified by the PDC. This should be accomplished by formal communications, by provision for observers at the council level, and by overlapping membership on task forces and action groups.

Structure


Board of Education
Superintendent
Program Direction Council
questions What?
and How Well?
Action Groups:
Needs Assessment
Academic
Vocational
Student Goals
Developmental Learner Objectives
Minimum Competency Testing
State Evaluation
North Central Evaluation
Computer Literacy
Gifted
Priority Model
Evaluation Model
Etc.
Curriculum Advisory Council
questions How?
and How Well?
Task Forces:
Language Arts
Mathematics
Social Studies
Science
Foreign Language
Physical Education
Home Economics
Industrial Arts
Business Education
Music
Art
Etc.

C. Membership

Elementary schools paired for representation purposes should each supply a member to one council and an alternate to the other.

Note: The Program Direction Council has been developed recently to provide an ongoing structure for the types of evaluation and planning which previously have been initiated on an administrative level. The schedule of reports and detailed operation procedures is currently being developed by the steering committee of the PDC. This organization will then assume the direction of district in-depth studies in the areas described in 604-03 B6.

605-01 Requirements for Graduation

A. The student must earn a total of sixteen (16) units of credit.

The following are required:

*3 units of English
3 units of social studies (one (1) unit must be in United States History)
*1 unit in mathematics
1 unit in laboratory science
Completion of the classroom phase of driver education
Completion of the course in health education
Completion of the physical education requirements (see Section 1-B-1)
1/2 unit of credit in consumer education. Courses which will meet the consumer education requirements are:
- 1 semester of consumer education
- 1 semester of economics
- 2 semesters of business for everyday use
- 2 semesters of marketing and sales
- 2 semesters of vocational cooperative education
- 2 semesters of vocational cooperative food service
- 2 semesters of vocational supportive health child care service co-op

The remainder of the required sixteen (16) units is composed of elective courses.

Note: A maximum of two (2) units in performing music groups will be accepted in computing the sixteen (16) units. Summer Music Theatre is considered a credit course of one (1) unit.

* Passage of minimum competency tests of 8th grade level will be a part of the requirement for the first unit of credit in each department.

Note: Special Education students mainstreamed in the skills areas will be expected to take and pass minimum competency tests. Because of the nature and degree of the handicap, this is not a reasonable expectation for some students. In such cases the issue

of minimum competency testing must be addressed, and appropriate expectations must be defined in the IEP conference. It is then the responsibility of the Special Education department to determine whether or not this student has reached the minimum levels of competency as defined in the IEP. The intent of this procedure is to assure that the special education students approach the defined competency level as closely as possible, given the handicap.

B. Evaluation Model

Educational Engineering
An Evaluation Model for Program Improvement

Decatur Public Schools

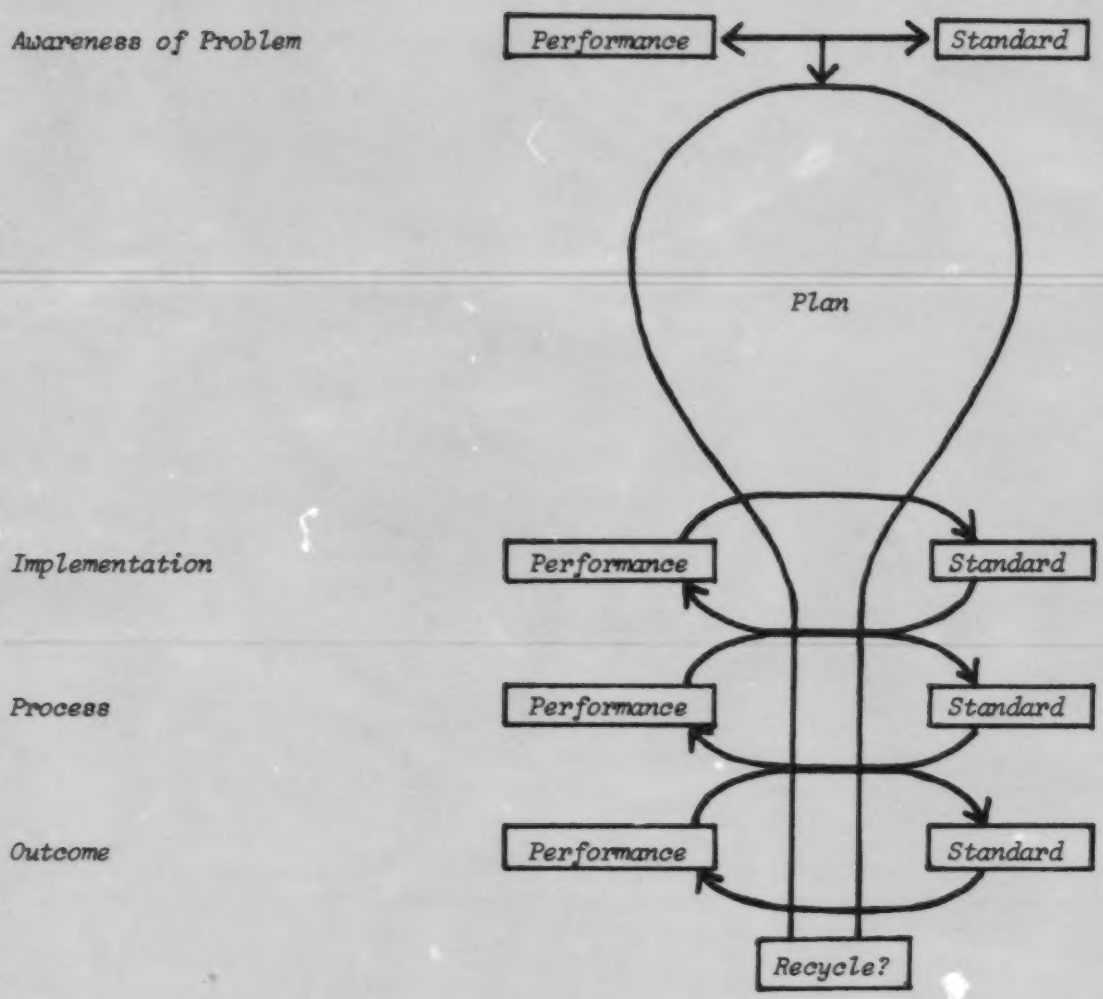
Evaluation in a public school setting has as its entire purpose the improvement of the instructional program through the use of rational processes to assess decisions which are made by individuals or groups in the educational system. The belief of the Decatur schools is that such evaluation is and should be a way of thinking which can be shared by all participants in the social system from the student through the members of all the segments of the professional staff of the Board of Education.

Inherent in the use of evaluation in this manner is the assumption that students, teachers, administrators, other staff members and members of the Board of Education are responsible individuals more comfortable in a situation in which planning is done in relation to clearly defined purposes and in which it is possible to properly manage circumstances in order to achieve these purposes. The purpose of the evaluation system is to improve the skills with which the various members of the educational community are able to control their own decision making.

THE EVALUATION PROCESS

The process used in evaluation is one of identifying the difference between "should be" and "what is," producing an plan to reduce this discrepancy, and then carrying out the plan. In order to be certain that the procedure is "on target," definite specifications are used to describe standards with which to compare what actually happens with what was intended at each stage: implementation, process and product. As the plan proceeds, any discrepancy between the standard and reality must be dealt with by adjusting either the standard or the process to bring the two into harmony.

THE EVALUATION MODEL



THE NATURE OF STANDARDS

Standards are working estimates of what it will take to get from the present situation to a situation which seems a desirable next place to be. Standards are criterion models, rational descriptions for comparison with reality. They are founded on:

1. Knowledge criteria--What is the starting point?
2. Value criteria--How much change should be expected?
   a. How important is this to the teacher? To the administrator? To the student? To the community?
   b. How does this value relate to other values? Are there values that are in conflict or that supplement this one? For example: with limited pupil time, teacher time, money, etc., how does this affect the standards that one should expect in this particular case?

As estimates, these standards are subject to change in the effort to resolve discrepancies between performance and standard if, on reexamination, (again in relation to knowledge and value criteria) prudent judgment dictates such a change.

MEASURING THE PERFORMANCE

Once the standards are set, it is necessary to design a way to determine whether or not those standards have been met. In selecting such procedures it is essential that measurements or observation techniques never be permitted to dictate standards. Samples of behavior studied as indicators of success or of discrepancies should be carefully selected to be significant benchmarks; measurement techniques should be as reliable as possible; and data should be handled with appropriate rigor, but it should be very clear that the sample of behavior is an indicator of success in the objective and not the objective itself. Standardized tests usually are not the most appropriate measuring devices in this type of evaluation.

THE PLANNING PROCESS

Under this evaluation model, planning is perceived as being a highly intellectual process of applying professional expertise to problems of design and implementation of education activities in response to particular needs within the school. The planning process is directed to finding a probable solution to a particular problem, but it also extends through the implementation of the proposed solution to a final assessment of the degree to which the objective has been accomplished.

THE IMPLEMENTATION STAGE

The nature of implementation may involve nothing more complex than selecting a book from a shelf and starting a student on a particular assignment. At the opposite extreme, it might involve the implementation of drastic curricular change involving new materials, new equipment, employment and/or in-service training of staff, etc. The need for constant evaluation and replanning exists in either case: the book may have been lost, the equipment may or may not arrive on time, the in-service activities may or may not produce the change that was anticipated, etc. Any discrepancies must be dealt with.

THE PROCESS STAGE

One of the problems in design is the fact that the processes involved once a program has been implemented may or may not be what was intended in the original design. Sometimes because of lack of design clarity, sometimes because of lack of communication, sometimes because of lack of commitment of the design, sometimes because the process is not really practical, innovations vary greatly from the descriptions of what they are supposed to be. This congruence or lack of it must be examined and resolved in the continuing planning operation.

THE OUTCOME

Once the particular proposed solution to the problem has been implemented and the process has run its course, the performance is again compared with the standard to determine the degree to which what was intended has been accomplished. In general, the standards against which performance is compared and the techniques to be used in asssessment will have been planned before the implementation of the proposed solution, but, here again, adjustments may be made in relation to knowledge and value criteria.

THE RECYCLING DECISION

Once the probable solution has been proposed and tried, the problem may have been solved and there may be no need for recycling. On the other hand, it may be that a problem still exists. Perhaps there is still a discrepancy between the performance and standard. In this case the process begins again with a new probable solution. Or, alternately, the standard for performance may have been met, but the problem itself continues to exist but with incrementally higher standards. In either case, the problem is recycled and the process begins again.

THE EVALUATION SYSTEM

THE SCOPE OF THE EVALUATION SYSTEM

The evaluation system described here involves an approach to planning which can and should be used at five separate levels from that of the analysis of a specific learning problem of an individual student to the interdisciplinary level involving major policy decisions. It can be applied to any situation in which a discrepancy is observed between "what is" and what judgment says "ought to be." The degree to which this use is formalized depends upon the complexity of the problem.

More specifically, the model is appropriately used at each of the following:

1. Individual student level
2. Individual classroom group level
3. Individual course level
4. Individual building level
5. Individual program level
6. Interdisciplinary or policy level

The above levels are hierarchial in that all the decisions have their inception either implicitly or explicitly in the needs of the student. Since the purpose of the evaluation system is to lend rationality to these decisions, all planning and evaluation efforts must be rooted either directly or indirectly in the needs of present or future students. This principle applies to all levels including program planning and system-wide policy or administrative decisions as well as those relating to an individual student in a classroom.

THE PERSONNEL OF THE EVALUATION SYSTEM

1. The Architects of Evaluation Plans
   At whatever level the evaluation process is used, the individual or individuals who actually do the planning might be called the architects of the plans. These people would be responsible for designing the standards of what is anticipated at the awareness of need, implementation, product, and process stages and for describing ways to determine whether or not these standards are met.

2. The Sources of the Performance Description
   At whatever level the evaluation process is used and at whatever stage, input must be considered from a variety of people sources to provide the information necessary in judging the discrepancy.

3. Kind of Information Collected
   Data collected as evidence of the degree to which standards are being met must speak directly to

those standards. A variety of techniques should be employed, where appropriate, to give as balanced a picture as possible.

4. The Judges of the Discrepancy
Once data describing a performance has been collected, this must be evaluated in terms of the original standard, and decisions must be made concerning the resolution of any discrepancies. In general, this function is the responsibility of the architect.

5. The Audiences of the Evaluation
Information from evaluation activities should, of course, be used by the architects of the plan. However, it is also useful to those who occupy what might be the consumer roles, that is, the student, the parent, etc.

TYPICAL ROLES IN THE EVALUATION SYSTEM

1. The Role of the Student
A major goal of all education is the gradual development of skills in self-direction by the student. The evaluation model can be used as a teaching device to speed this development as the student learns to take more and more responsibility for planning and evaluating his own education.

2. The Role of the Teacher
The teacher is the educational engineer directing the learning process within the classroom. The discrepancy evaluation model lends itself to careful planning and rational selection from among all the alternative actions available. In a broader sense, the teacher participates in planning groups to direct building or system-level programs or interdisciplinary policy.

3. The Role of the Parent
The parent, through his/her observations and opinions, evaluates the degree to which the schools satisfy his criteria concerning relevance to the needs of his child and assists in shaping programs through alternate courses of action.

4. The Role of the Building Administrator
The building administrator is essentially a facilitator of educational programs. He properly uses rational processes to plan his activities and evaluate the decisions within his field of authority. As a part of his responsibility, he

must evaluate the educational activities within his building. In a broader sense, he participates in planning groups on a system level.

5. The Role of the Central Administrator
The district administrator is also a facilitator of educational programs. He also uses rational processes to plan his activities and to evaluate the decisions within his area of authority. As a part of his responsibility, he participates in planning and evaluation activities in special groups of which he is a part, such as, Administrative Council, Educational Council, etc.

ARCHITECTS

INDIVIDUAL CHILD		CLASSROOM		COURSE		PROGRAM		INTERDISCIPLINARY OR POLICY	
Student (Present and Former)	X		X		X		X		X
Teacher	X		X		X		X		X
Parent	X		X		X		X		X
Special Services	X		X		X		X		X
		Building Staff	X		X		X		X
		Building Administration	X		X		X		X
				Department	X		X		X
				Task Force	X		X		X
				Central Administration	X		X		X
				*Ad Hoc Groups	X		X		X
								C. A. C.	X
								Education Council	X
								Advisory Council	X
								Superintendent	X

SOURCE OF INPUT

	Observations	Opinions	Attitude Survey	Process Analysis	Cost Analysis	Samples of Output	Criterion Measures	Performance Levels	Attendance Rates	Dropout Rates	Academic Inventory	Standardized Test Results	Follow Up of Graduates
Student (Present and Former)	X	X	X	X		X	X	X	X	X	X	X	X
Parents	X	X											X
Staff	X	X	X	X	X								
Community	X	X											
Board Members	X	X											
Consultants	X	X		X									

KINDS OF INPUT

JUDGES

Student (Present and Former)	X		X		X		X		X	
Teacher	X		X		X		X		X	
Parent	X		X		X		X		X	
Special Services	X		X		X		X		X	
		Building Staff	X		X		X		X	
		Building Administration	X		X		X		X	
				Department	X		X		X	
				Task Force	X		X		X	
				Central Administration	X		X		X	
				*Ad Hoc Groups	X		X		X	
								C. A. C.	X	
								Education Council	X	
								Advisory Council	X	
								Superintendent	X	

AUDIENCE

Student	X		X		X		X		X	
Teacher	X		X		X		X		X	
Parent	X		X		X		X		X	
Special Services	X		X		X		X		X	
Building Administration	X		X		X		X		X	
Department	X		X		X		X		X	
Task Force	X		X		X		X		X	
Central Administration	X		X		X		X		X	
*Ad Hoc Groups	X		X		X		X		X	
C. A. C.	X		X		X		X		X	
Education Council	X		X		X		X		X	
Advisory Council	X		X		X		X		X	
Superintendent	X		X		X		X		X	
Board of Education	X		X		X		X		X	
Community	X		X		X		X		X	

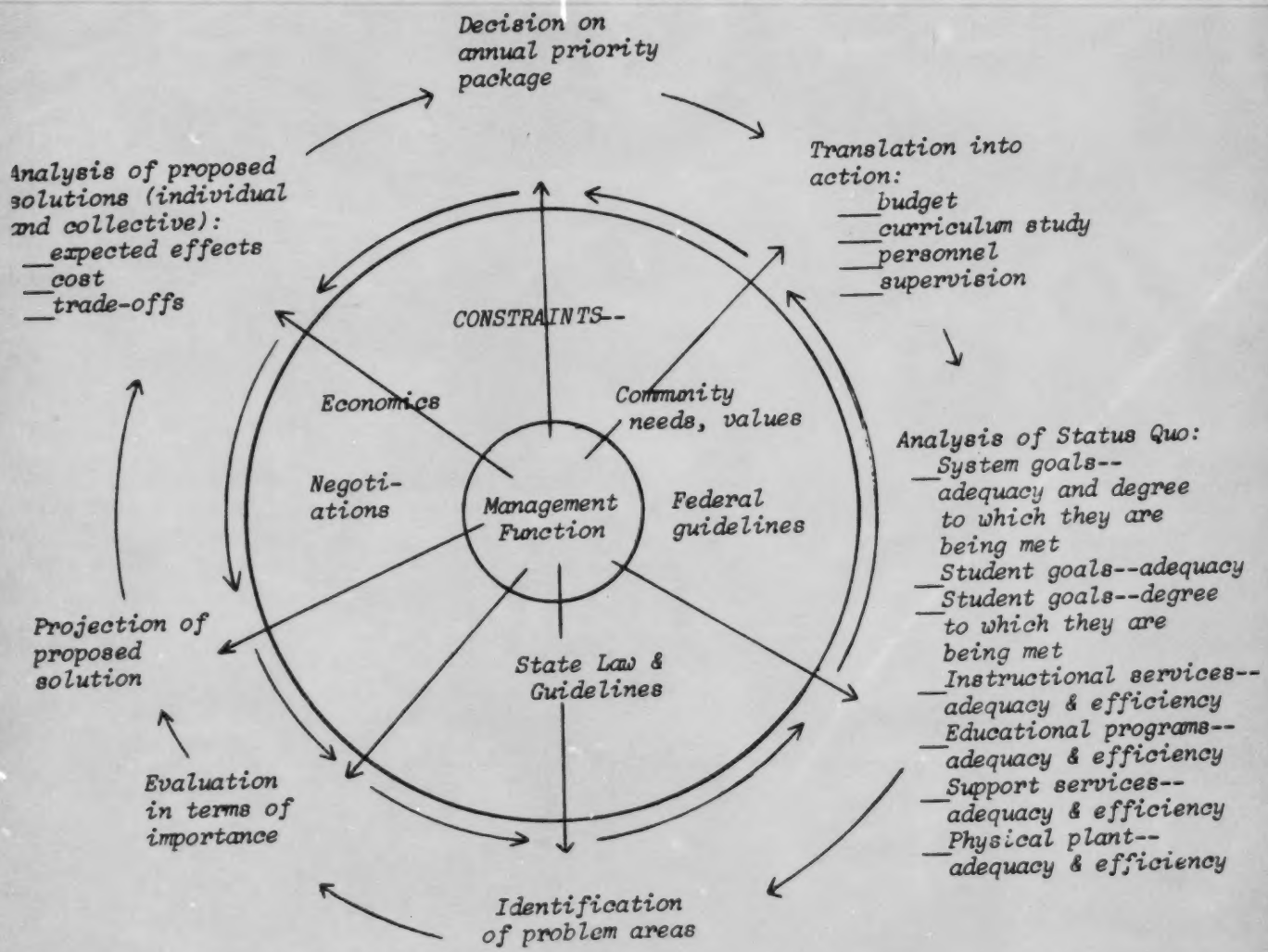
*Evaluation Teams--North Central, O.S.P.I.

THE OPERATION OF THE SYSTEM

To call attention to the way in which the various dimensions operate, the attached chart has been prepared. The model is applicable in a wide range of situations as a device for collecting and analyzing data to assist in educational decision making. It should be emphasized that only selected cells are appropriate in any particular application. Deciding which cells are appropriate is part of the design.

C. Priority Model

Model for the Priority-Setting System



(This model was developed in 1974-75 under the system goals of A-160 program. It was designed to reflect the philosophy of the district and to describe the planning procedures which were and are in operation.)

DEVELOP A PROCESS FOR ESTABLISHING PRIORITIES IN ALL AREAS

The priority system model attached explains the general procedure for the development of priorities, with the considerations and constraints which are involved. Beginning with the evaluation of existing programs, problems involved are identified, and appropriate staff members and organizations become involved in an analysis of those problems. The comparative importance of each is considered, with a decision as to whether they are of longor short-range concern.

The involved staff members and/or organizations propose solutions to the problems, taking into account the various federal, state, local community and school district regulations, laws, policies, interests, and guidelines which may apply, as well as the limitations of funds, personnel and student time which may affect the final decision in priority establishment.

An analysis is made of individual and collective solutions, their effect on each other, and their combined effect on the operation of the total school district.

In the final analysis, the recommendation for the priority package to be presented to the Board of Education rests with the Superintendent. In determining the priority package, the Superintendent considers input from a number of sources.

Curriculum recommendations go from Task Forces to the Curriculum Advisory Council, to administrators and the Education Committees of the Board of Education, to the Associate Superintendent and to the Superintendent.

Other educational recommendations for priority consideration, made by the Associate Superintendent, with discussion and advice from the Educational Council, are taken to the Superintendent for the final decision. Individual staff members and/or representatives of staff groups may go to the Educational Council with concerns or recommendations related to educational priorities.

Financial recommendations related to priority setting, which are developed by the Director of Business Affairs and the Business Cabinet and which affect the educational program, are discussed with the Associate Superintendent and then taken to the Superintendent. Individual staff members and/or representatives of staff groups may go to the Business Cabinet with concerns or recommendations related to financial priorities.

The Superintendent may choose to refer any of the recommendations to the Administrative Council for further discussion. Any members of the Administrative Council may bring proposals to the Superintendent for consideration, and in turn, he may refer them to any other concerned group.

Individuals, as well as various ad hoc groups, may express their concerns, questions and recommendations to the Superintendent, who may in turn refer them to the appropriate staff group for consideration and/or development. In addition, individuals are always free to express opinions and present ideas in open meetings of the Board of Education.

Based on his study of all recommendations, the Superintendent will make the final decision for the annual priority package which he will submit to the Board of Education.

These accepted programs are then translated into action and implemented in terms of budgeting, finalization of curriculum plans, and assignment of personnel to appropriate roles in the programs. Supervision is a key factor in the implementation as well as in the continuing analysis and evaluation of the district's programs.

At every stage of the process, there is a constant concern for those legal, financial and community factors which play a vital role in the process of the establishment of priorities.

The operation of this model becomes visable through reports and recommendations made to the Board of Education at specific times throughout the year. The following are among those report which are presented on an annual basis:

1. Analysis of current enrollment and revision of enrollment projections for future years. (early September)

2. Analysis of class size K-12 including information concerning adjustments made in staffing. (Mid-September)

3. Analysis of staff profile including trends in both experience and training. (October) (Attachment 3)

4. Racial analysis by building and district, current and historical. (October)

5. Building Capacity and Utilization Analysis and recommendations for the next year. (October)

6. Achievement Testing Analysis (October)

7. Early budget decision analysis and recommendations for Board budget work session. (February)

8. Final budget recommendations including exact staff allocations as well as budgetary provisions. (May)

Underlying the visible elements of this cycle are the procedures by which various elements of the system develop the recommendations which ultimately reach the Board of Education. Particular attention is paid to assuring that there are repeated opportunities for individual and group input into the decision process.

III. Elaboration of Specific Components of the Policy

A. Curriculum Development and Review

Curriculum Development

Underlying the policies and procedures for curriculum development and review are two very specific philosophic positions and one practical consideration:

1. Expertise in a professional organization is widely distributed among the individuals in the system. Procedures for planning and development should provide a structure within which this expertise can be utilized effectively.

2. Evaluation is an integral part of planning. The highest form of professionalism involves the willingness and ability to self-evaluate.

The practical consideration is that external evaluations are expensive and can never be available for more than a few isolated programs. A full commitment to evaluation, therefore, demands a do-it-yourself approach.

The unique characteristic of the Decatur planning and evaluation system is the separation of program direction and curriculum development aspects of the problem -- the separate provisions to answer the questions of "what" and "how."

The current curriculum development structure (the Curriculum Advisory Council and its Task Forces) originated in 1969. Although there had been subject matter curriculum committees prior to that, there had been no central coordinating body nor had there been a definite cycle for evaluation and redesign. With its establishment, specific Task Forces were organized to be responsible for curriculum design, implementation and evaluation in various curricular areas. The procedural guidelines in the Task Force Handbook make it very clear that the evaluation-planning-evaluation cycle is a continuous one and that it is expected that recommendations to the CAC and later to the Board of Education will be well grounded in evidence collected from multiple sources concerning the effectiveness of past programs and will contain plans for evaluation of the results of program changes to be implemented. In order to satisfy this expectation, each Task Force includes an evaluation committee which is charged with the design which includes data of many types and from many sources listed in the evaluation model (see pages 16-22). Although the Director of Research usually serves as a technical advisor and assists in preparation instruments and processing of data, it is important to

note that the Task Force retains ownership of the evaluation design and all data collected. (Data are typically summarized by the research department and transmitted to the Task Force evaluation committee. Further dissemination becomes a part of the Task Force report.) As an illustration, the following summary of evaluation design is extracted from the report which was prepared by the evaluation committee of the Mathematics Task Force to begin the study which resulted in the mathematics curriculum design being implemented for the 1981-82 school year.

Introduction

The purpose of this Evaluation Report is to assist the members of the Mathematics Task Force in making decisions on possible revisions in the mathematics program of the Decatur Public Schools. The Evaluation Committe of the Mathematics Task Force began its work for the current report on October 13, 1978. At that meeting the group reviewed the 1974 Report to determine which elements should be replicated for this evaluation effort. The committee decided to include the following broad categories of sources of information pertaining to the mathematics program.

Data Collected by Other Organizations

The Research and Statistics Section of the Illinois Office of Education is one source of data. That office supplied a census of secondary school math course offerings for Illinois high schools with enrollments 1000-1699. Some committee members wanted to compare these offerings with those of the Decatur high schools. Both lists have been included in the report.

Another source of data is the report compiled by the North Central Educational Action Subcommittee. This group devised questionnaires for the local high school students in its evaluation study of the four local high schools. Those items involving the mathematics program have been listed along with a summary of the responses.

A third source of data is the extensive survey of parents, students, and staff conducted by the Decatur Public Schools in December of 1978. This needs assessment covered a wide range of educational matters. The relative importance of each item and the perception of how well the schools are meeting each need were measured. District-wide rankings for the mathematical items on the surveys are listed in this report.

Mathematics Task Force Surveys and Questionnaires

Members of the Evaluation Committee revised some of the surveys and questionnaires that were used in 1974 and devised some additional ones. These instruments were distributed to the appropriate groups in January and February of 1979. The results have been tabulated

and included in the report. In cases in which open-ended responses were received, summaries of these comments follow the survey or questionnaire results.

Mathematics Testing Results

The results of the mathematics section of SRA Achievement Tests, Stanford Diagnostic Tests, as well as the district's 6th grade Math Placement Test and Math Competency Tests, have been summarized and included in their report.

Specifically, the surveys used included opinionaires:

Surveys of Opinion of Parents of Students K-12
Elementary Teacher Survey
Secondary Teacher Survey
Counselor Survey
Special Education Teacher Survey
Student Surveys Grades 7-12 (results were reported by course in which student was currently enrolled)
Survey of Reactions from Personnel Departments of Local Industries

Results of all were analyzed and summaries included in the evaluation report. Test results (survey, criterion and diagnostic, etc.) were analyzed both for trends in achievement level and on an item analysis basis. Although the evaluation designs vary from task force to task force, the net effect is that the collective expertise of the task force members is used to design the curricular offerings within the subject field area and the instructional materials which are required to implement them. The criteria used to determine standards reflect the "state of the art" in that subject area as it is perceived by these individuals. The focus of CAC and Task Force activity is upon the course offerings, methodology, materials, time allocations, etc. used to accomplish the goals of the school. Only obliquely does this organizational structure address itself to the question of what those goals should be.

Program Direction

In contrast, the operations which have been dealing with the question of what the community expects of its schools have been originated administratively, usually at times dictated by external pressures. The Program Direction Council has been created to assure that these and other related activities are recycled on a regular basis.

Although the coordinating organization is new, because of the strong local tradition of grass roots participation, past activities will serve as prototypes for the Action Groups under the new organization:

1. Needs Assessment

In 1973, locally developed instruments were used to gather information from staff members, students and parents on the role and effectiveness of their schools. The design was based on the assumption that it is better to gather a small amount of information from as many people as possible and put this together for a picture of the opinion of the group as a whole rather than to ask a small number to speak for the entire group. Questionnaires for parents, students, and certified staff members were designed in multiple forms; questionnaires for non-certified staff members were in only one form since the numbers were not great enough to use sampling procedures. The questions have two dimensions:

How is it? (Perception) and
How should it be? (Priority)

The study was replicated in December, 1978 with some questions related to competency testing added.

2. Student Goals

During the Summer of 1973, committees made up of Board of Education members, administrators, teachers, students, parents and citizens who had no children in school used the data from the needs assessment and a modified Delphi technique to establish the student goals which are stated in Board Policy 3-3 (see pages 3-6). It is interesting to note that the organization of these goals is quite different from the traditional subject area structure. This fact, probably resulting from the strong lay involvement in the work of the committee, has proved to be a real stimulus to evaluation and curriculum development.

3. Developmental Learner Objectives

The introduction to the district publication, DLO's - Assessment Strategies describes the development of the structure.

INTRODUCTION

Developmental Learner Objectives - A Tool for the Improvement of Instruction

The Decatur Plan for Instructional Improvement developed from the 1983 revision of the State A-160 Guidelines. Twenty goals were established by school and community committees who met during the summer of 1973 to define Decatur's educational philosophy and to establish system and student goals for District No. 61. The pur-

pose of System Goal 11 was to establish Developmental Learner Objectives (DLO's) for our district, describing expected pupil competencies at selected exit levels in relation to student goals.

In the winter of 1974, more than 150 teachers were recruited from all elementary and secondary schools to write the Developmental Learner Objectives. Subcommittees were established by a nineteen member steering committee to work on specific student goals.

During the summer of 1974, the DLO's were shaped into a document at a summer workshop composed of approximately one hundred staff members and consultants. This edited plan was presented to and adopted by the Board of Education.

Throughout the 1974-75 and 1975-76 school years, staffs continued to work with their own building plans to become familiar with the district's Developmental Learner Objectives. Building in-service programs gave an introduction to the various objectives, and task force work found many of the DLO's serving as guidelines for curriculum development.

In the spring of 1976, the various DLO committees, through use of standardized test scores, questionnaires, opinionnaires, and surveys, received feedback from staff and students in order to determine the extent to which the DLO's were being achieved and to evaluate the DLO structure itself. These data were thoroughly reviewed in a workshop in June, 1976. An effort was made to make the DLO structure as complete and realistic as possible. In several instances it was observed that most students were achieving above expectation. In other cases, learner objectives were found to be more appropriate at higher levels. In this document, assessment processes are reviewed, evaluations are made, and recommendations are offered for ongoing improvement.

As a result of that workshop, the DLO structure and the goals themselves were revised to make them as realistic and as useful as possible.

> Even in the original document, the staff chose to develop separate goals at each level for students operating at minimum, typical, and challenge levels.

Minimum Competency Testing

The transition from the DLO structure, minimum level goals to a minimum competency testing program was a relatively simple process. The replication of the earlier Needs Assessment confirmed that the areas to be tested were to begin with reading and mathematics at grades 3, 6, and 8, followed by writing at grades 6 and 8 only. Eight separate committees were appointed to shape the district responses to the competency testing challenge. Members of these committees are master teachers at the appropriate grade level who have had prior experience in curriculum development and evaluation. The charge given to each committee was to:

1. Study the minimum competencies listed in the DLO structure for this skill area at this exit level.

2. Select from the strands those that are:

   a. truly necessary for survival at next level of maturity,

   b. subject to paper and pencil evaluation,

   c. powerful enough to be considered as "stand ins" for all the stated and unstated minimum competencies in the area at this level.

3. Develop these strands into precise, measurable objectives.

4. Design individual test items to measure these objectives at difficulty level such that a clear discrimination is made between the few who are not up to minimum competency and the many who are.

5. Develop an instrument and an appropriate scoring standard for this instrument that you would be willing to accept as evidence that a student had or had not reached minimum competency.

As the committees worked, sets of items in reading and mathematics were tested on students, and item analysis was used to determine discrimination patterns when results were divided by quartiles on total scores. For example:

	% correct				Discrimination Power	
	Q1	Q2	Q3	Q4	Between Q1 and Q2	Between Q3 and Q4
A "good item" for a minimum competency test	20%	85%	90%	90%	Yes	No
vs						
An item that is not suitable for a minimum competency test	20%	35%	65%	90%	No	Yes

Once the committees were satisfied with individual items, instruments were prepared and piloted with other groups of students. Scattergrams were prepared of scores earned on the competency test and scores earned by the same students on standardized tests in the same area. From these scattergrams, it was possible to demonstrate

that we can safely assume that students who score in the upper half of our population on the SRA tests are above the minimum competency level.

The program in reading and mathematics was implemented on a pilot basis during 1979-80 and became a part of official board policy in June 1980. The writing program has developed more slowly and is still considered in the pilot stage. In this area, stimulus directions are used to elicit samples of expository writing from all 6th and 8th grade students. Each sample is evaluated by at least two teacher-readers for legibility, minimum number of sentences, sentence structure, and spelling. Following a workshop during the summer of 1981, it is expected that writing competency requirements will be made a part of board policy.

North Central Evaluation

The NCA evaluation of Decatur high schools in 1978-79 followed, with the approval of NCA, a highly innovative model designed to be more in harmony with the district operation. Chief differences between this model and the conventional ones are highlighted in this table:

	Conventional	Decatur Model
Scope	Individual high school	All high schools together
Planning and Control	Administrative	Steering Committee of 5 teachers
Membership of External Team	All educators-usually from other high schools	"Consumers" of educational product. Predominantly not educators.
Role of External Team	Evaluation	Validation of evaluation done by steering committee
Follow-up	Within Building	Steering committee monitors effect for 2 more years

The 5 members of the steering committee collectively have controlled the evaluation of the district high schools. In addition, each school has had a building steering committee. Specific follow-up activities have been conducted during each of the four semesters since the major evaluation. A final evaluation report will be presented to the Board of Education in July 1981.

Computer Literacy

An Action Group we expect to organize under the PDC is one to explore the whole area of the use of computers as instructional tools and the place in the DLO's of goals in computer literacy. (Although this study group has not been organized at yet, it is interesting to note that 108 teachers attended workshops related to the use of micro-computers in teaching math and an additional 72 attended workshops related to the use of micro-computers in other areas. This is mentioned to illustrate the fact that most of the activities under CAC or PDC are reflected in the district in-service program.)

B. Assessment

1. The district routine system-wide testing program consists of:

   a. Metropolitan Readiness Test at Kindergarten

   b. SRA Assessment Series at grades 1-8

   c. Math criterion test at grade 6

   d. Minimum competency tests at grades 3, 6, and 8

   e. The district does not give a group IQ test. This was discontinued because we believe that such tests are simply not useful.

The results of these tests are analyzed on the building level and on the district level. In addition, regression analysis is used to compare rates of growth between groups, that is, between students in one program and those in another, between students at a grade level in different years, between school populations and the district as a whole, etc.

Data from these tests are handled selectively on the basis of the following principles:

   a. The community has a right to know how the district as a whole is doing in comparison with norming groups and as a trend over a period of time.

   b. The school staff has a right to know how their school compares with the district as a whole.

   c. The parent and/or the responsible student has a right to know how that stu-

dent is progressing and how the student's work compares with that of all students at his grade level.

On this basis we do not release comparisons between schools.

Data from the district-wide achievement test results returned to the schools include:

Class lists
Frequency distributions for the building
Profiles for each student
Item analysis
Gummed labels for recording purposes
Histograms comparing building performance with district-wide performance

Data concerning growth analysis comparing each school with the district as a whole is provided to the principal of that school.

2. In addition to the testing which is done on a system-wide basis, the district supplies, on an on-call basis for teacher use as instructional tools, when appropriate:

   a. Informal diagnostic materials (developed locally),

   b. Diagnostic tests in reading and math,

   c. Materials for management systems in reading and math related to the instructional materials in use.

   Results from these tests are never aggregated on the system level.

3. The regular SRA Achievement Series program is used to identify Title I eligible students. Gates-MacGinitie tests are used for the model A-1 evaluation of this program.

IV. Reporting

Staff members in the buildings are encouraged to interpret the testing process and specific test data for individual students to parents and students in a conference setting. Many use the individual profiles which are a part of the test scoring package in this interpretation. District-wide results of achievement testing are presented to the Board of Education and the public in October of each year. These presentations focus on trends, which can be observed, and their relationships to curriculum decisions. Progress reports on the current status of the competency testing program have been made at frequent intervals.

V. Issues

A. Benefits of the program:

1. Students-Parents

One of the factors that we feel makes an important difference in the educational development of a student is the degree to which he or she assumes responsibility for such growth. We seem to be observing a change in the seriousness with which some students are approaching the various evaluation activities. Some elementary staff members are reporting that they see students who are not only concerned about their own progress but also extremely supportive of that of their classmates. This effect has been particularly noticeable in the younger students as they move into the program.

2. Teachers-Administrators

Teachers and administrators like to believe that their individual worth is valued and that they have channels through which they can influence the system. The use that we have made of distributed leadership qualities in the professional staff, in general, for the development and evaluation of the work of the schools has done much to encourage and reinforce these qualities.

3. Board of Education-Community

The Board of Education has been very supportive of all of the aspects of the development and evaluation program. In particular, they support our stance in relation to release of test data and our stance in relation to competency testing. Generally, the community has been equally supportive.

B. Problems

Probably the most troublesome problem that we have had in recent years in relation to evaluation has to do with our refusal to release comparative data between schools. There has been heavy pressure from time to time from the local newspaper to publish such comparisons. Our attorney has ruled that in his opinion our refusal to release such information is quite legitimate as long as

we do not make such comparisons in the information that we give to our Board. Our board members understand this and approve our current practice.

C. Future Directions

Decatur, as all school districts, is entering into a period of severe financial constraints. Although the costs associated with our development and evaluation programs have been modest when compared with the proportion of the total budget which a typical industry devotes to similar functions (Research and Development and Quality Control), there are costs. It will be extremely difficult to maintain the necessary budget. The planning, research and evaluation budget data illustrates this point:

	1979-80 Actual	1980-81 Budget	1981-82 Budget
Salaries	$72,688.75	$ 86,196.00	$ 89,546.00
Employee Benefits	1,423.89	1,475.00	2,275.00
Purchased Services	3,578.20	1,646.00	2,573.00
Supplies and Materials	6,502.74	29,200.00	33,850.00
Capital Outlay		250.00	250.00
TOTAL	$84,391.94	$118,767.00	$128,494.00

Specifically, this budget includes the cost of operating the Research Office (director and secretary), payment for released time for teachers working on curriculum development or evaluation projects (either by providing substitute teachers or paying teachers directly) and evaluation materials.

EVANSTON 65

"Maximizing Achievement with an Effectiveness Evaluation Systems Model"

EVANSTON 65

"Maximizing Achievement with an Effectiveness Evaluation Systems Model"

I. Background of the District

A. District 65 serves approximately 7,000 students, grades kindergarten through eight, in 9 elementary schools, 3 middle schools, a K-8 experimental laboratory school and a special education center. There are after-school day care programs for kindergarten and school-age children, before-school activities programs, a multicultural/multiethnic resource center, a full service preschool center, an AV materials production center for teachers, bilingual classes in three schools, and lighted school facilities available to the community for evening instruction and recreation.

Of the 7,000 students, 61% are Anglo, 35% are Black, 2% are Latino, 2% are Asian. The students are served by a staff of 521 certified personnel and 240 noncertified personnel.

The educational system is based on a commitment by the Board of Education to an "integrated educational system that affords each child the opportunity to achieve maximum potential and to become a contributing member of a rapidly changing democratic society." To this end, the Board, administration and staff seek to provide a learning/teaching environment that encourages pride in cultural diversity and stimulates individual and group contribution and excellence. This philosophy is a reflection of community needs and concerns.

District operating expenses for 1980-81 were approximately $22,000,000. The assessed valuation was $395,334,216.

B. In 1979, the school district was reorganized. Four elementary schools were closed. Only three years earlier in 1976, three elementary schools had been closed. Staff positions were eliminated, and changes were made in the instructional program. For example, the fine arts program in the elementary schools, which had previously been taught by specialists, would now be taught by classroom teachers. One of the two years of foreign language instruction was dropped from the middle school curriculum.

In spite of all these difficult changes, there remained a fundamental core of stability within the school community.

Most recently, the district experienced a transition in the superintendency. The shift was smooth, however, because both the retiring superintendent and the superintendent designee were on hand for the entire year with full responsibility going to the new superintendent on February 1, 1981.

II. Evaluation and Assessment Program

In 1966 when the District elementary schools were desegregated, an explicit commitment was made by the Board of Education to insure that equal educational opportunities would be available for each child. This meant that program offerings, staff actions and attitudes, and student performance needed to be continually evaluated.

Designing an Evaluation Program.

In the fall of 1971 the results of the longitudinal study evaluating the effects of the desegregation of the district elementary schools were disseminated within the school and broader communities. Performance trends and patterns of interpersonal relationships were described. Positive outcomes were noted and problem areas identified. With the completion of that evaluation program, a new "Effectiveness Evaluation Systems Model" was created. The system begins with specific educational goals for children and describes ways to determine whether or not those goals were realized, as follows:

Objectives: Students will be able to read (as defined by the California Achievement Test at the national average level or better by the end of 8th grade. Students will be able to perform fundamental operations in arithmetic (as defined by the California Achievement Test) at the national level or better by the end of 8th grade.

Student's Preinstructional Achievement Levels
Student Inputs
Spring Testing

Design and Implementation of Instructional Strategies
Description of materials
used and teacher inputs

Students' Post-instructional Achievement Levels
Student Outputs
Spring Testing

Changes in Public Relations Image	Changes in Teacher Productivity	Operational Efficiencies Gained

Total Effectiveness of the System

In conjunction with the norm-based achievement testing program, a district-wide criterion-referenced testing program was developed to measure student mastery of objectives directly related to District 65 curricula.

Some Characteristics of the Central Program Monitoring System

Central Program Monitoring

This is a district-wide program using a variety of standardized procedures for systematically collecting information regarding student goal attainment and the effectiveness of instructional programs.

> "Standardized tests shall be used to obtain an accurate objective measure of individual and district-wide (1) pupil achievement and (2) effectiveness of the program of studies." -- Board of Educaton Policy Manual 9.11 Testing

Areas Being Monitored

	Norm-Based Achievement Tests	Criterion-Based Achievement & Attitude Tests
Reading	Grades 2, 3, 5, 6, 8	K-8
Math	2, 3, 5, 6, 8	K-8
English Language	2, 3, 5, 6, 8	
Science		3, 5, 8
Spelling	2, 3, 5, 6, 8	K-8
Reference or Study Skills	5, 6, 8	
Student Attitudes		K-8

Norm-Based Tests

These compare performance to age mates, nationally and locally, and are administered once during the year. (California Achievement Test, 1978 edition.)

Criterion-Based Tests

These compare performance to specific criteria. The district objectives are the criteria in this program and are administered throughout the year. The Wisconsin Design Test is used in Reading, Levels A-G (Decoding, Comprehension, and Study Skills), district-made math tests in grades K-2, and the Diagnostic Mathematics Inventory in grades 3-8. District-made science tests are administered in grades 3, 5, 8.

Procedure

Teachers administer norm-based tests at district-designated times. Criterion achievement tests in reading are administered at the discretion of the classroom teacher in relation to instructional activities. In math and science, they are administered at specific times as well as at the discretion of the teacher. Attitude surveys are administered by teachers at district-designated times with the option of also administering at any other time deemed advisable.

The central office provides: copies of tests, surveys, etc.; scoring service, records of student performance, individual and group item analyses; meetings to analyze results and to suggest courses of action; and assistance in program implementation.

III. Elaboration of the Specific Components of the Policy

A. Curriculum Development and Review

1. Criteria as to what should be taught are derived from the policies established by the Board of Education, based on recommendations from the superintendent and state mandates.

2. As described in the attached position paper on minimum competencies, district goals have been identified, procedures for measuring student status or mastery of the instructional goals have been described. The process is continuous. There are no specific grade-level expectations.

   In general, the standards of expectation within a particular subject area are influenced by what is judged by experts in the field to be the best available knowledge and processes for acquiring knowledge. These judgments are then evaluated by the professional staff on the various curriculum committees and funneled through the Curriculum Advisory Committee. (See Curriculum Advisory Committee models.)

At the heart of the activities in District 65 curriculum planning is the philosophy adopted by the Board of Education. This philosophy states the purposes of education in the system and sets forth broad instructional program goals that serve as the basis for curriculum planning.

Curriculum planning encompasses four basic functions: 1) translating the instructional goals as defined in the Board of Education's philosophy into operational, educational objectives; 2) defining means for reaching the objectives; 3) recommending resources needed to accomplish objectives; 4) evaluating appropriateness of objectives, achievement of instructional goals, and the identification of alternative approaches for goal attainment.

The responsibility of curriculum planning lies with the Departments of Curriculum/Instruction and Research/Evaluation. Of crucial importance in the planning process are representative curriculum practitioners and the Curriculum Advisory Committee which consists of classroom teachers, auxiliary personnel, and local school administrators. Also important in the curriculum planning process are the ideas and opinions of parents and students. The continuous flow of information collected and analyzed pertaining to students' achievement and attitudes and parents' perceptions of the total instructional program plays a major role in shaping curriculum plans.

Long-range curriculum planning is essential and therefore undertaken to maintain stability in the instructional program of the schools. This kind of planning enables program implementation and change to occur by means of comprehensive, systematic approaches rather than by responding to transitory environmental pressures and conditions.

Curriculum Planning Process

In the spring of each year, standardized achievement tests and attitudinal surveys are administered to the students. Immediately following the analyses of the students' performance on standardized achievement tests and their responses to an attitude survey, the Director of Research and Evaluation reviews the findings with the Curriculum Department staff. Subsequently, a further study of the data is undertaken by the Curriculum staff to interpret the information. This includes item analyses of the student responses, a review of materials recommended for classroom use, an assessment of in-service programs provided for staff, and an evaluation of the performance of the department's staff in facilitating the accomplishment of desired outcomes with the teaching staff.

Further review and discussion of the students' performance and attitudinal status occur during the Administrative Council summer workshops (principals, assistant principals, curriculum coordinators, central office staff). Generalizations are formulated based on a critical look at tendencies discerned in the data, and by consensus, agreements are reached from which district-wide instructional goals for the ensuing year are derived.

Also, during the spring and summer of each year, principals and central office staff have the opportunity to learn how parents perceive the instructional program by studying their responses to the questionnaires which are annually mailed to parents. Trends that may occur in the responses are taken into consideration for district-wide planning and program accommodation, while specific issues and individual school data are dealt with in goal-setting meetings between the Superintendent and each school principal.

Conclusions drawn from the deliberations and responses of the above groups are considered when curriculum plans are put into operation through the instructional program.

The responsibility of the Curriculum Advisory Committee (CAC) in the planning process is to make recommendations regarding proposed changes in district-wide programs or procedures and to review results of program evaluations. Formal processes are followed by CAC to ensure a sound basis for the recommendations it makes (Appendix B). Guiding the specific activities of CAC are the curriculum plans which are organized on a three-year cycle. However, the 1978-81 plan required modifications due to some of the decisions made in connection with the total district plan.

The Central Program Monitoring Committee of District 65 uses the following procedure to evaluate the effectiveness of district-wide instructional programs/procedures:

> A request for an evaluation of existing programs/procedures may originate with any staff person or group of persons. That request should be documented and submitted in writing to the Curriculum Advisory Committee. A suggested outline for submitting requests is attached.

Within 60 days from the time CAC has had an opportunity for discussion with the requestor(s), CAC will make a recommendation to the Superintendent through the Director of Curriculum and Instruction. A copy of CAC's recommendation will be sent to the requestor(s).

Within 30 days, the Superintendent will make the decision as to whether or not the program/procedure will be evaluated. The decision will be transmitted in writing to CAC with a copy to the requestor(s).

If the program is to be evaluated, the Superintendent will designate the person responsibile for implementing the evaluation.

The entire District Committee associated with the designated curricular area will have the opportunity to actively participate in the construction of the evaluation design.

1. Within 60 days, the Curriculum Advisory Committee is to receive formal written plans which have been approved by the total committee associated with that program/procedure describing the design to be used for measuring program/procedure effectiveness. This evaluation design must include:

   a. the rationale underlying the evaluation design,

   b. a timeline of anticipated activities,

   c. instruments to be used for collecting data. These instruments must include, but are not restricted to, measures of:

      - the effects of the program/procedure on student performance;
      - teachers', administrators', parents' perceptions of program/procedure effectiveness, including an analysis of options and comments;
      - teachers' and administrators' knowledge of the management procedures and knowledge of district policies regarding the management procedures;
      - the consistency of the program/procedure with District 65 curriculum goals;
      - the standardization of the program/procedure;
      - economy of management;
      - ease of management;
      - adequacy of materials for the effective use of the program/procedure.

d. criteria for determining program/procedure during the pilot phase and period of implementation,

e. a plan for sharing the results of the pilot/implementation program with all teachers, administrators, members of the Board of Education and community.

2. Prior to making any recommendation for action based upon conformity of these plans to the model, CAC shall examine these plans, direct questions to, and receive answers from those submitting them.

3. Information regarding all items listed under #1 above will be analyzed by the evaluation design committee. The report of the results must be approved by the total district committee or department prior to submittal to CAC.

4. A designated subcommittee of CAC will receive the evaluation reports. The findings of the subcommittee will be reported to CAC for action.

5. The Superintendent will receive evaluation reports, make final decisions, and inform CAC.

The Central Program Monitoring Committee of District 65 uses the following procedure to introduce new district-wide instructional programs or procedures:

Once a need has been identified by a district committee or department, that documented need will be submitted to CAC for its consideration. Within 60 days from the time CAC has had the opportunity for discussion with the district committee or department, CAC will make a recommendation to the Superintendent through the Director of Curriculum and Instruction. A copy of CAC's recommdendation will be sent to the district committee or department.

Within 30 days, the Superintendent will make the decision as to whether or not the program/procedure will be evaluated. The decision will be transmitted in writing to CAC with a copy to the district committee or department.

If the program is to be piloted/implemented, the Superintendent will designate the person responsibile for the conduct of the pilot/implementation. Each member of the district committee or department will have the opportunity to participate in the construction of the design for and in the analysis of the information collected for evaluating the pilot/implementation program. Other persons may be included in this process with committee approval.

1. Within 60 days, the CAC will receive the written evaluation design which has been approved by the district curriculum committee or department. This evaluation design must include:

   a. the rationale underlying the evaluation design,

   b. a timeline of anticipated activities,

   c. a plan for piloting the program/procedure in schools that represent the teaching alternatives provided in District 65 schools,

   d. instruments to be used for collecting data. These instruments must include, but are not restricted to, measures of:

      - the effects of the program/procedure on student performance;
      - teachers', administrators', parents' perceptions of program/procedure effectiveness, including an analysis of options and comments;
      - parents' perceptions;
      - teachers' and administrators' knowledge of the objectives of the program/procedure;
      - economy of management;
      - ease of management;
      - adequacy of materials for the effective use of the program/procedure.

   e. criteria for determining program/procedure during the pilot phase and period of implementation,

   f. a plan for sharing the results of the evaluation with all teachers, administrators, members of the Board of Education and community.

2. Prior to making any recommendation for action based upon conformity of these plans to the model, CAC shall examine these plans, direct questions to, and receive answers from those submitting them.

3. Information collected will be organized and analyzed by the evaluation design committee and the results will be approved by the total District Committee prior to the submittal to CAC.

4. A designated subcommittee of CAC will receive the evaluation reports. The findings of the subcommittee will be reported to CAC for action.

5. The Superintendent will receive evaluation reports, make final decisions, and inform CAC.

B. Assessment

1. Types of Instruments Used to Assess Students

The monitoring system is composed of both norm-referenced and criterion-referenced testing. As noted above, information collected from standardized achievement testing is used to support several district-level activities. In compliance with the board policy, the district prepares an annual report summarizing student performance on standardized tests. Information from standardized tests is also expected to guide development of instructional priorities, support making instructional decisions for an individual or group of students, and other diagnostic uses. Standardized test scores are portrayed by the district as "an additional source of information which can be used in planning instructional activities." District staff are cautioned against using test scores as an exclusive criteria in decisions. In no case "are achievement test scores to be used for labeling students."

Under district policy, the superintendent is responsible for test selection, administration and use. The superintendent has subsequently delegated the responsibility for the conduct of the district-wide testing program to the Director of Research and Evaluation who works with a committee of test coordinators representing each of the schools in the district. The Director of Research and Evaluation also supervises the preparation of the annual report on student performance.

Every three years the test committee reevaluates all aspects of the standardized achievement testing program and makes recommendations for modification, if deemed desirable. This committee has typically taken its charge very seriously and used a variety of techniques for providing opportunities for outside input into its deliberations. In the past, this committee has systematically collected opinions from both district staff and parents.

As a result of the most recent test review and the implementation of the student monitoring concept, the district began a pilot program of testing in the fall of 1977. The testing committee prepared and circulated uniform test administration procedures to be used at each building. Staff were provided with a written description of that procedure which included the following guidelines:

> Test coordinators in each building should be inserviced before the testing period so they will be knowledgeable about testing administration, results, interpretation, etc.
>
> Each school should form a test committee consisting of the principal, test coordinator, test administrators and proctors. This group will be inserviced by the test coordinator and the principal yearly on test administration.

Every test situation should have an examiner and at least one proctor to facilitate an optimum testing situation for the children.

To help implement the use of at least two-person teams for administering tests, all personnel assigned to a building should be available to a principal if they are needed.

Since testing will extend over a two-week period, the testing of an entire grade level should be completed before another grade level is started.

After test results are received, the test coordinator and/or principal should inservice the staff concerning the overall results. A script with illustrative explanations will be provided to assist in this process.

Evanston uses the California Achievement Test, 1977 edition (CAT). The selection of the CAT followed teacher and student comments which suggested that the CAT was "closer to the district's instructional program" and "more attractive in content and format," than the other tests which were considered. The CAT is administered during the spring to students in grades 2, 3, 5, 6 and mid year in the eighth grade. The test administration conducted in grade level eight is part of an articulation effort with the local high school.

Use of the CAT began on a permanent basis in the 1978-79 school year. With the adoption of the CAT, the district discontinued use of the Metropolitan Achievement Tests and the Sequential Tests of Educational Progress (STEP).

The Metropolitan Reading and Mathematics Test had been administered in the spring to all children in grades one and three. The entire battery of the Sequential Tests of Educational Progress (Reading, Math, English Language, Science, Social Studies) was administered in the spring to all students in grades five and seven; eighth graders were tested in Reading, Mathematics and Foreign Language mid-year so that the results could be used in high school placement.

The principal method used in assessing student status relative to specific district-wide instructional objectives is the criterion-referenced testing program. District-wide criterion-referenced measurement procedures have been developed in word attack, comprehension, study skills, mathematics and science. Two instruments have been selected for use in the district -- The Diagnostic Mathematics Inventory (DMI) and the Wisconsin Design.

The Wisconsin Tests of Reading Skill Development are administered by classroom teachers, covering the three areas of word attack, comprehension, and study skills. These tests are given whenever teachers want to document mastery of specific objectives. Every criterion test is made up of items that relate directly to district objectives.

The criterion tests can be administered at any grade level and at any time that a teacher sees fit. No district-wide specifications have been established regarding the number or type of test to be administered although uniform practice may exist within some building or program-level groupings. These tests have been intended as tools for the teacher. The district has, however, required teachers to use the criterion tests whenever they wish to document a student's status relative to specific district goals in reading. In addition, the word attack and comprehension criterion tests have been centrally processed. A computer scoring and record system for the study skills tests has also been developed.

By processing the criterion-referenced tests centrally, teachers are able to obtain item response profiles and access to a cumulative student file which furnishes an annual individual profile suitable for diagnostic use. Also, by means of the student file, it is possible to keep track of the number of criterion tests taken by each student. Student performance on criterion-referenced tests are routinely included in the annual testing report described elsewhere in this document. These tests scores are not at this point used in placement of eighth graders moving on to the high school district.

The Diagnostic Mathematics Inventory (DMI) has been used since 1975. Teachers are responsible for administering the inventory. Initially teachers had been responsible for recording the results as well, but by 1977, teachers then received a group printout for each level tested as well as individual profiles for each student tested.

The information obtained district-wide is organized by items within levels so that the staff can readily identify areas of success and those areas of the math curriculum that require strengthening. This is possible because the DMI and the district curriculum start with a common set of instructional goals, which are compatible and integrated.

Schools are assigned a time schedule as to when children are to be tested, and all children are tested within a few weeks during the fall of each year. Once teachers are supplied with student and class profiles, they are required to maintain a continuous pupil profile in math. While these procedures are uniform across the district, teachers have some flexibility in scheduling the interim criterion tests and in determining the level at which a child will be tested.

After initial implementation, staff were surveyed and a number of changes in the procedures used with the DMI were instituted. The entire DMI System thus represents a combination of staff and administrative effort. A program evaluation of the developing DMI System documented the stages of modification and administration/staff cooperation.

2. Use of the Data

California Achievement Test scores are reported as local and national percentile ranks and stanines. Despite the fact that staff members and parents responding to a planning survey had indicated a preference for test scores to be reported as national grade equivalents as well as percentile ranks and stanines, it was the strong conviction of the testing committee that grade-equivalent scores not be used because they are easily misinterpreted and instructional decisions deleterious to the child may result with their use.

An achievement test profile is prepared annually for inclusion in each child's cumulative folder. In addition, profiles reflecting total district performance are prepared and included in an annual report on student performance submitted to the local school board. This district-wide report is distributed each fall and contains a complete description of the monitoring program, national percentile ranks of district students over a several year period, analysis of trends, and a suggested course of action based on the test scores.

With the adoption of the CAT, a new instrument with new and more recent norms, the district had to modify the longitudinal study which had been reported in annual reports up until 1978-79. Because of the change in exams, the historical and current year data were both transformed into standard or "Z" scores in order to continue the pattern of year to year longitudinal comparisons. Individual student scores were to be compared over time as well as the average Z scores of upper, middle and lower stanine groups.

The district has set what it believes to be high standards for academic work and behavior. The intent is to provide a less restrictive educational environment for all students through the close cooperation of school administrators and special services staff.

The district has assumed the responsibility for establishing criteria and has an operational procedure for determining whether these criteria are being met. The procedure is a continuous one. Profiles of each pupil's development in the above stated areas are maintained. When problems are observed in an individual's progress, remedial efforts are undertaken by the relevant staff in conjunction with parents. Annual evaluations of group progress are undertaken which also result in recommendations for instruction.

The impact of testing on instruction has been documented through a variety of curricular changes proposed and initiated through the annual analysis of student performance. One example is the report for the 1975-76 school year which lays out priorities for the 1976-77 school year. In this report the question is raised, "Why do the average scores in math computation, English (correct usage), spelling, capitalization and punctuation tend to be lower than reading scores?"

In responding to its own question, the district suggested that:

> Spelling, capitalization and punctuation, correct usage and, to some extent, math computation skills are based on a set of "conventions," rules which the children need to know and apply. It appears that correct applications of these rules had not been uniformly required, perhaps because it was feared that correcting students' errors would interfere with the expression of their ideas and feelings. It was the district's judgment that routinely furnishing students with constructive feedback would improve this situation.
>
> If correct applications are reinforced repeatedly, students should develop the confidence and precision in their work that will enable them to demonstrate their competencies when required.

Routine constructive feedback was recommended to the staff as one of the ways in which the 1975-76 priority goals could be realized.

Item analyses of student performance in the social studies and science tests led the district to believe that the questions which caused the students greatest difficulty were again those which require specific knowledge of the content of the field. For example, the meaning of condensation; the identification of the part of a green plant that makes most of its food; the differences between sowing, harvesting, irrigating; or knowledge of the components used in manufacturing steel.

This outcome was considered understandable since instruction in the social and natural sciences had emphasized the processes used by scientists rather than the content of the field. It was also pointed out by the district that the content of these fields, as expressed in curricular materials, had been in a state of flux since the early 1960's.

It seemed apparent to district administrators that one of the priority goals for the next year would be to enable students to increase their skills in acquiring the concepts and basic information as well as the methods of these fields. Knowledge acquisition skills were to be an integral part of new social studies materials as well.

The collective administrative analyses of student performance data resulted in some clear directions for district action. The one phenomenon that continued to baffle district officials was the performance of seventh grade students. While not consistently so, the average seventh grade scores in math, science, capitalization and punctuation tended to be the lowest of all the grades tested on the STEP. The most plausible explanation developed at that time was that many of the children were not able to direct their energies to the demands of the tasks. As adolescents they may have been involved in personal identity issues or in finding a place for themselves in their peer groups. The motivation to succeed on the

norm-based tests, that seemed to function for eighth graders (and to some extent fifth graders), apparently did not operate for seventh graders perhaps because they are not changing their placement.

Following this line of reasoning, the district saw the need for, and accepted the challenge of, stimulating and diverting the children's energy to the pursuit of learning and the development of competencies, as a vehicle for self-realization.

There existed a high level of confidence in district staff. This confidence had been supported by the positive outcomes reported by district officials in reading achievement and in the stability of overall district performance, while national performance indicators have gone down. This achievement was viewed as demonstrating staff capabilities and commitments. District staff continued to nurture the processes of expression and the questioning of assumptions, but now at the same time required the children to be exact in addressing specific problems and to be precise when a single correct answer was requested.

Following analyses of the information included in the 1977-78 Report of Student Performance, the district agreed to continue with a balanced approach to the curriculum. Performance in grammar and composition was expected to be bolstered by means of the new basic text, "Building English Skills," adopted that year for implementation in all middle schools. An integral part of this series was pre- and post-instruction tests to assist teachers in following students' skill acquisition. Teachers in the upper elementary grades were to be trained in the "shared inquiry method" using the Great Books collection. This method was basic to the language arts program, grades 3 through 8.

The criterion program in study skills evolved in 1978-79 to the stage of district-wide implementation which meant that continuous profiles were maintained and that norm-referenced tests were administered over that area annually in grades 2, 3, 5, 6, and 8. The skills included in the study skills program (the reading of tables, diagrams, maps, graphs) had a direct impact on the social studies curriculum and presumably a positive impact on student growth. Revised social studies guides are now in use in grades 2, 4, and 5. Revision of the middle school guides were undertaken during the 1978-79 school year.

Also, during 1977-78, the validation of the elementary science criterion tests was completed. Segments of these instruments, which may be used as units of study, were completed. The district required that they be administered by the end of third and fifth grades. Teachers also received revised curriculum guides in science which included concept, process and attitude evaluation activities to be used at the end of each unit of instruction. These materials were reviewed with all teachers throughout the course of the year at grade level workshops conducted by the science supervisor.

The understanding and skills that students were expected to acquire in each instructional area served to focus discussion of needs within the instructional program. It was determined that teachers and administrators had the responsibility to systematically observe the progress being made by each student and to draw upon material and human resources to insure that progress was taking place.

Other aspects of the evaluation process were to be included in the remainder of the annual test report and planned for a late October discussion with the members of the board of education. These consisted of the longitudinal analyses of growth in selected populations of students (in reading and math); the significance of the observed increases in achievement scores; student attitudes; and science and fine arts criterion-test data.

An important aspect of the procedures for monitoring student progress is the provision for building-level options. These options allow varied implementation of the general monitoring system. Building principals and appointed building-level test coordinators work with faculty and staff to prepare and implement these plans.

A current survey of several building level options included the following six basic strategies;

Example #1:

1. Close observation and monitoring each classroom, especially in reading and math. More observations. (Weekly for some teachers, on formal and informal basis.)

2. Use a set schedule for reviewing profiles that teachers are keeping on their children (DMI, Wisconsin Design).

3. Discussion(s) with teachers re: the needs of individual youngsters (especially those needing "extra help").

4. Requesting teachers to put in writing the needs to be met and continuously checking the progress.

5. Assisting teachers with the "extra help" for students when necessary (other staff, volunteers, etc.)

6. Keeping close contact with parents to alert them to their child's needs.

7. Getting parent support (and action) in working with the individual child's needs.

Example #2:

1. Identify students in each homeroom scoring in lower quartile and 90th percentile and above according to standardized achievement tests -- discuss needs for consideration of special programs and goals for each child with classroom teacher.

2. Implement specific enrichment programs at each team level to meet specific or unique learning needs.

3. Have teachers submit schedules showing amount of time to be spent on each curriculum area.

4. Regularly observe classroom teachers and evaluate performance.

5. Teams will submit an outline for the year indicating specific units to be taught in each curriculum area.

6. Review student progress on printouts of achievement for Wisconsin Design components prior to returning data to classroom teachers.

7. Review each child's report cards before sending them home at reporting periods.

8. Attend Parent/Teacher conferences of children with special needs.

9. Maintain active involvement in "CARE" process.

Example #3:

Monitor the implementation of the approved district testing program.

A) Achievement
B) Criterion-Referenced

Procedure:

1. Organize and distribute tests to all teachers.

2. Provide testing instructions to staff through testing workshops.

3. Analyze test data and discuss them during inservice meetings with staff.

4. Provide one parent education meeting to acquaint parents with testing program.

5. Use all test data and student profiles at student/parent/teacher conferences.

6. Share test data with students to assist them in setting reasonable goals.

Example #4:

The following minimum steps will be taken during the year to ensure the careful monitoring of a child's progress:

1. By October 1, individual conferences will be held with each classroom teacher to identify children with special needs.

2. By November 3, establish a base-line for each child in the areas of word attack, comprehension and math through the use of the criterion tests. This information would be included in the parent conferences as well as recorded with the principal.

3. By February 1, update test information for each child in the three areas. Review data and make recommendations to the classroom teacher for children who need additional help. Identify children who need to be considered for retention and have a parent conference.

4. By March 15, update all test information in principal's file for each child.

5. By June 15, final update of all test information and review with each teacher the progress from the November 3 base-line.

Example #5:

Each disciplinary area in the middle school curriculum has definitive goals. Some goals can be assessed through written evaluations; e.g., language arts, social studies, reading, science, and math. Others (sewing, cooking, practical arts, the fine arts, drama, and physical education) lend themselves more appropriately to evaluation of student performance. In the fall of the year, the principal will require from each teacher of the disciplines in which progress can be assessed through written comparisons, base-line academic standing gathered from district curriculum criterion-referenced tests.

Conferences will be held with each teacher regarding the base-line data during which time the teacher and principal will agree upon periodic times appropriate for an examination of data used to show individual student progress. For those disciplines that require performance skills, the principal will also confer with those teachers concerning their goals and student progress expectations. Again, an agreement between the teacher and principal will be made as to when the principal will observe progress leading toward the fulfillment of goals established for students. Student progress findings will be a consideration during the district's required teacher evaluation conferences with the principal.

In the areas of reading and math the principal, though recognizing teachers may have verbally done so during parent-teacher conferences, will send parents a written communication if student

progress has not been made. This communication will be sent after receipt of scores following district testing of 8th grade students and during the summer for other grade levels.

Example #6:

The principal will:

- direct all reading and math teachers to have a conference with each student assigned to his/her class so that the student will become aware of his/her achievement test scores. This will be done during the first three weeks of school;

- hold conferences with students in reading and math throughout the entire school year to discuss reading and math test scores and to encourage all target students to work to improve scores beyond the target level;

- direct the implementation of Wisconsin Design and DMI tests in accordance with district guidelines. The utilization of departmental chairperson and team coordinators will be directed by the principal to formulate specific procedures to be followed during implementation and monitoring;

- direct the team coordinators to implement and monitor the English language-criterion tests. Results will be reviewed and discussed throughout the school year through team coordinator meetings and departmental chairperson/principal conferences;

- direct the departmental chairperson in math to coordinate the complete implementation of the DMI as designated by the district curriculum department;

- direct staff and monitor the implementation of science and social studies programs. Monthly conferences between principal and departmental chairpersons will be held in order to discuss and assess teacher/student progress, the programs, specific teaching of concepts, and effectiveness of district curriculum in these areas;

- form an Integrated Arts Team consisting of the Art, Drama, Music, P.E., Foreign Language, Home Economics, and Industrial Arts staff. This team will work cooperatively during the year to implement the curriculum of each discipline. Monthly meetings with the Integrated Arts chairpersons will be held with the principal to discuss specific concerns, student progress, and staff achievements;

- hold conferences with departmental chairpersons throughout the year to discuss progress, concerns and ways of improving implementation procedures.

The flexibility built into the district-wide program allows each building to develop a "flair" of its own. As the central figure in building operations, the principal is pivotal in determining which direction building programs take. Thus the principal may decide, as some have, to augment the basic monitoring program. One principal, for example, meets personally with each child's parents in their home. The principal brings along the student's test profile on these visits. This procedure is being used in a school of nearly 500 children. Other efforts observed include buildings being kept open until 11 p.m. on two nights, plus Saturday hours during annual November and March parent-teacher conferences; or inclusion of an additional year in the testing schedule. One strategy was to determine each student's level of functioning early each year. Then four concepts are developed: level of entry, goal for the year, mid-year assessment, and an instructional strategy. This particular school used an "instructional team leader" strategy.

In its first full year of operation, the CAT, supported by the rest of the monitoring program, was credited with revamping text book selection. Teachers had become interested in phonetic analysis and used an analysis of test results in planning. In this particular case, it was the spelling results which led to a textbook change.

Specific programs for remediation are determined for each child by a CARE Team composed of a school psychologist, a social worker, an administrator (principal) and the teacher.

One such special program option is the "Earn and Learn Program." This program is supported by local businesses. Under this program, teachers and students establish certain specific goals which must be accomplished. Students are employed part-time in local businesses. As elementary students, this work experience is a unique opportunity providing additional incentives for the student to accomplish pre-determined goals. The teacher signs off weekly on the attainment of goals, and students are then allowed to work for three hours at $1.60 per hour. Parents have endorsed the program as having fostered positive behavioral changes.

Another "special" building-level option involves principals and teachers in an award program. Students at these schools are rewarded for scholastic achievement by selection to read school announcements over the public address system.

Retention is not done very often, but when it does occur, the norm and criterion-referenced test results are but one indicator. Informal screening and testing as well as teacher and staff judgments enter into retention decisions. First, second, third, and fourth grade levels are somewhat merged so the district has on occasion been able to keep a child in the same level grouping for three years without the obvious social stigma of formal retention.

The district has observed that some children just aren't ready for first grade and as a result there is probably more retention at the kindergarten level. The philosophy behind early retention is to avoid development of a pattern of failure once the child enters formal schooling.

A case for retention must be strongly built and presented by the March parent conference. The teacher must demonstrate to the parent that the child has not done the work all year, as well as outlining in detail the steps that have been taken to alleviate the problem.

Evanston has earmarked several components of its overall organizational plan to serve as instruments of accountability. The student monitoring system plugs into these components at various junctures. At the district level, an accountability system has been developed.

The first part of the district accountability system deals with staff development and evaluation. There are provisions on both the administrator and teacher evaluation forms for the inclusion of information regarding the attainment of target objectives (which include student performance). Testing, however, is not used formally to evaluate teachers, principals or schools. Rather, test scores are viewed as part of an informal process. Both staff evaluation systems, look at the entire program - time allotment, curriculum, teaching process, etc.

A significant part of staff evaluation comes from a questionnaire sent annually to parents. This questionnaire asks parents to comment on the child's entire school program. The central office, principal, and teachers review any patterns that emerge.

The formal mechanism used for program evaluation is the Central Program Monitoring Committee. This committee has established uniform procedures for evaluating district-wide instructional programs and procedures. The student monitoring system has been related to the evaluation process in two very specific ways. First, the evaluation system was used to evaluate the implementation of the DMI, one component of the student monitoring system. A second way that monitoring of student progress relates to program evaluation is the clear requirement that student monitoring information be considered in the evaluation of other aspects of the curriculum. The evaluation policy states that evaluation designs must include among other things:

> instruments to be used for collecting data. The instruments must include but are not restricted to, measures of: the effects of the program/procedure on student performance.

A similar requirement is listed in procedures for the review of new programs. The importance of this language is underscored by a separate document entitled, "District Curriculum Department: Three-Year Plan for an Instructional Program with Expectations of Excellence." This three-year plan requires that each instructional area be formally and fully assessed on a three-year cycle; further, the requirements of the Central Program Monitoring Committee regarding program evaluation are to be the basic organizers of these reviews.

This plan also calls for several activities related to the student monitoring system. During the first year (1978-79), the plan called for development of a guide for the use of the Wisconsin Design; implementation of recommended program/procedure changes of the DMI criterion program that resulted from the 1977-78 evaluation conducted by the District

Mathematics Committee; Study Skills of the Wisconsin Design with the mathematics curriculum; evaluatation of SCIS criterion-referenced test procedures; administration the middle school science Basic Skills Test to all middle school students; and development of curriculum guides K-8 which include Wisconsin Design along with other aspects of district instructional support, e.g., library usage, current events activities, films, etc.

IV. Reporting

The general model for parental involvement in Evanston is that each principal will establish a model for his/her particular school such that parents, teachers and administrators are involved in deciding what's best for the student. There was an expressed opinion that if asked, the community at large, "to some extent," would know about student outcomes and the testing program, but also that more work in this area could always be done. The district does "try to continually educate parents about what we are doing." It was felt that "demanding" parents, especially, would be very aware of the testing program, and that they could come in to review their child's test scores "at any time."

Also at the district level, Evanston has instituted a Key Communicators program. Key communicators are selected community representatives who are willing to attend a breakfast meeting once a month in order to learn about district programs and to get to know district staff. Key communicators are located throughout the community and have their telephone numbers circulated to all parents. The primary function served by communicators is to disseminate correct information about school programs and services and relay parental concerns to district staff. At one meeting of the Key Communicators, the testing director explained the monitoring program. Because of their familiarity with district staff and programs, this group functions much like a series of fire walls which contain the spread of inaccurate information. Parents may also use a communicator to get in touch with the "right" person from the district office.

The "Key Communicator" program stemmed from a need to get information to citizens, especially in light of severe financial problems. Respondents explained the "Key Communicators Group" by saying that they saw it as a very long term and very open type of group. They were making a sincere effort to "separate fiction from fact." They were not a "propaganda group" and did not take a stand on issues, but rather gave people information, including where to call for help.

Following is a copy of the type of material which is sent to parents:

Example of Communication with Parents

Plan Conference Days

Dear Parent:

March 13 and 14 conference days are approaching. These are special days, set aside so that you can talk with teachers about the progress your child is making in school.

Each teacher's daily experience with your child is the primary source of information about how well he or she is doing academically and socially. In addition, the results of tests your child has taken are important indicators of his or her progress.

There are two kinds of test information available to you at conference time. Children in grades 3, 4, 6 and 7 took the California Achievement Tests (standardized norm-based tests) last spring. CAT scores are kept in students' cumulative folders and will be available at the March conference. Teachers will share them with you and explain how your child's scores on each test compare to others' scores at that grade level, in the district and across the nation. Teachers will also be able to explain your child's results on criterion-based tests, those given to determine if students have reached specific district goals. Profiles from Wisconsin Design tests on word attack, comprehension, study skills and the Diagnostic Math Inventory tests (grades 3-8) will be available.

Your child's teacher will come to your conference ready to answer your questions....

"How is my child progressing in reading? In math?"

"How are norm-based tests different from criterion-based tests? And how are the results used?"

"What about my child's cumulative folder? What's in it: Where is it?"

Parents commonly ask such questions in conferences. At the same time, teachers are anxious to know parents' thoughts about their children's progress. Conference time is a time for parents and teachers to ask questions and receive answers, to share information and to discuss those things which each can do to support and enhance that progress.

The following is attached to the letter:

Monitoring Student Progress

"We don't believe in waiting until the end of the school year to announce that Johnny is not performing up to our expectations. We want to know, at all times, where Johnny is and what skills need to be mastered. This is only possible through close and continuous monitoring." - Joseph E. Hill, September 1979

District 65 believes that every child can progress and that progress can be closely followed and enhanced by teachers and parents, in partnership. The District has developed various methods for monitoring student progress - through observation and testing - and reporting that progress to parents - through written reports and personal contact - at conference time and throughout the year.

Through Observation and Testing:

Teachers' daily experiences with children in the classroom are the primary indicators of student progress both academic and social. Since certain aspects of student development cannot be readily measured, teachers' classroom observations are essential. Our teachers are trained in the art of observation. It is a basic part of their constant monitoring of each student's progress - through the curriculum, through the school year, through the system.

Tests are also indicators of student progress. In addition, they are a means of judging the effectiveness of the curriculum and instruction offered our students. They may consist of questions, problems or exercises devised by a teacher to determine the degree of learning occurring in his or her classroom or they may be tests developed and published by others outside the District.

District 65 administers several published standardized tests. The California Achievement Tests (CAT) are norm-based and given to students in grades 2, 3, 5 and 6 each spring. Eighth graders are tested in February so that scores (available in March) may be used by high school staff in planning programs for incoming ninth graders. CAT scores from 1979 are available now and are reported as percentile ranks and stanines based on national norms and local norms. The CAT battery of tests covers reading, math concepts, math computations skills, spelling English language and reference study skills.

The two other published standardized testing programs administered to students across the District are criterion-based. These are the Wisconsin Design Tests of Reading Skill Development and the Diagnostic Math Inventory (DMI). Wisconsin Design tests are administered by teachers at each grade level when they feel it appropriate in their classroom work. DMI tests are given to all students in grades 3-8 in the fall of each year. District-developed criterion-based tests in life and physical sciences are administered in grades 3 and 5. Middle school students take a basic skills science test at the end of eighth grade.

Through Written Reports and Personal Contact:

In District 65, we are committed to the continuous monitoring of student progress. At the same time, we are committed to continuous communication with parents. That communication can take many forms, depending on the teacher, the child, the parent, the situation. But certain policies regarding report cards and parent-teacher conferences are followed district-wide.

Report cards are issued at regular intervals to K-5 parents (twice each year) and middle school parents (three times each year). There are distinct formats for kindergarten, grades 1 and 2, grades 3 through 5 and grades 6 through 8, all designed to provide the information most relevant for the grade level. Teachers will discuss the specifics of report card format and content at any time during the year, particularly at conference time.

Parent conferences are scheduled twice each year for every grade level, once during November and again in March. Before conferring with parents, teachers bring together a great deal of information pertaining to each child's achievement in all areas of instruction. Daily observations of the child's performance during classroom activities, scores obtained in teacher-made, criterion or norm-based tests - all of these are included in a profile of the child's social development, his/her individual talents, affinities and attitudes. These are also woven into the profile of the child. All of this comes together and is discussed during the conference between parent and teacher.

Parents are notified of conference times, but other arrangements can be made between parent and teacher to accomodate parents who find it difficult to attend daytime meetings. Every effort is made to arrange for this personal contact between parents and teachers, for it affords both the opportunity to exchange information and understanding necessary to support and enhance each child's educational development.

Through Partnership:

Together, parents and teachers follow the progress of children through this system. Together parents and teachers measure success, identifying problems and seeking solutions. Children's test scores, their classwork and behavior, and parents' knowledge of their talents and interests are considered along with observations of children's abilities, activities and attitudes. All are viewed as a whole - in continuum, kindergarten through eighth grade - and all are shared, in partnership, for the ultimate benefit of the children.

Glossary of Testing Terms:

> Criterion-based or criterion-referenced tests determine whether or not a student has attained specific district goals.

Local norms reflect the scores of all pupils of a given grade age in District 65.

National norms are developed by test publishers and considered to be representative of pupils of the same grade or age attending school anywhere in the United States.

Norm-based (or norm referenced) tests compare a child's score to the scores of other children in that grade in the District and the nation.

Percentile rank represents the rank order of a score when compared with all other scores of the group on a 100 point scale, e.g., a percentile score of 72 means that out of each 100 pupils tested, 28 would have higher scores and 71 would have lower scores.

Standardized tests consist of a uniform set of questions which are uniformly administered and have a uniform scoring procedure. Questions to be included in a standardized test are tried out experimentally to see how well they work, before they are used in a final test form. For norm-based standardized tests, thousands of school children in many different school systems are tested to obtain comparative samples of performance (norms).

Stanine represents a division of all the scores of a given population into 9 equal levels when ranked according to score. The percentage of cases falling into each stanine are:

Stanine	9	8	7	6	5	4	3	2	1
% of Cases	4	7	12	17	20	17	12	7	4

Teachers may translate stanines as follows:

	Stanines
Above Average	7-8-9
Average	4-5-6
Below Average	1-2-3

MCT and Special Populations

Interest in Minimum Competency Testing rates high among various minority and special community groups in Evanston. One assessment of the opinion of minority parents suggested that they opposed testing somewhat, but not the "level of expectations" held in the district. These parents were thought to want their children to have the "basics" in order to help them escape the cycle of poverty. They were assumed to not want minimum competencies, but rather "opportunities for learning."

For Special Education populations, it was noted that historically, "special" education has not been required, even in Special Education programs. There was no evaluation performed to see if special education was even working. The only interest seemed to be in getting children out

of the classroom. There seemed to be no standards, only an "arts and crafts" approach. Every child got the same program regardless of handicap.

With Federal Public Law 94-142, however, came Individualized Education Programs. Certain achievements are projected for and expected of the individual child. It was thus thought ridiculous to have the same test for each child without regard for the special needs of the individual. Special Education children, it was thought, should graduate when they have completed their own individual programs.

The official position of Evanston on minimum competency testing has been precisely and consistently stated. Members of the board of education and the administrative staff have been provided extensive literature on minimum competency testing. Collected information on minimum competency testing was likewise made available to the public through the superintendent's office.

The position of the district begins "with the premise that it is the responsibility of the local school district to establish the criteria and methods for determining whether pupils are ready to advance in, or graduate from, their public schools."

Using a model provided by the State Board of Education, Evanston has identified broad and specific instructional objectives for each of its curricular offerings. A local plan developed in December, 1973, containing these objectives is updated annually. This plan and outlined instructional objectives constitute a formal statement of the competencies expected of district students. District-wide criterion measurement procedures are used to measure each "pupil's status relative to mastery of each objective in word attack, comprehension, study skills, mathematics and science. The district has assumed responsibility for establishing criteria and has an operational procedure for determining whether these criteria are being met. The procedure is a continuous one."

It is the feeling of district personnel that the term minimum is neither palatable nor useful. Although there are some individuals in the community who might believe that minimum competencies should be established, it is assumed that these are only "isolated cases." The term minimum has what has been called "a punitive ring to it."

Administrators in District B have attempted to promote the growth of children by nurturing this growth in a humanistic context. This has been set up in contrast to the "oversimplified technocratic testing and data gathering" associated with minimum competency testing programs. It is thought that minimum competency testing could "result in minimal expectations of students and the stereotyping of students as having limited potential."

Setting high standards, however, and maintaining these same high standards over time is thought to result in coordinated staff efforts and the promotion of high student performance. When administrators, teach-

ers, and parents enforce community expectations of academic excellence and self-discipline, few students are expected to slip below expectations without being noticed.

Once the district's goals had been identified, procedures for evaluating the continuous progress had been described, and methods for assisting students in the process of goal acquisition had been established. district administrators sought primarily to see that these instructional methods and evaluation procedures were applied. The district strove to maintain "expectations of excellence" for all of its students.

Another consistent theme regarding Evanston and minimum competency testing was the belief that to adopt a minimum competency testing program would be a step backward and would cost money and teacher/administration time and energy. There was some consensus that the district administration and its board had taken a leadership role on the minimum competency testing question. A position paper was developed, and the district seemed to be "one jump ahead by not waiting for the community to bring up the questions before they (the district) developed the answers."

There is a feeling of well-being surrounding the district's program. Teachers seem to feel that with the individualized profiles, there is a much better chance that individual student needs can be diagnosed and remediated quickly. Further, teachers can be more specific with parents, not just on the report card, but they can show them the student's profile at conferences. Thus, the parent is able to see at what level the child is performing. With the Wisconsin Design test for example, "Parents can see exactly where their child is." There is a monitoring system and the teacher can use the individual profile to explain "why" to parents. Minimum competency testing was not viewed as being nearly as responsive to the information needs of parents or children. The monitoring system provided needed evidence to show to parents.

Another view was that the monitoring system enabled teachers to communicate with each other. There is some concern that the testing load is significant and must be managed or it could get out of control. But the values of continuous feedback, remediation, and re-evaluation seemed to outstrip this concern because of the belief that "all children are different and they need to be constantly monitored." Some "target children," in fact, are pre- and post-tested when needed as determined by the classroom teacher. While teachers have historically borne the brunt of occasions of student failure, the Monitoring System seems to allow teachers to share crucial information on children's needs with parents, other teachers, and the students. All parties are then able to help solve the problems. The goal of monitoring is to see "where a child is and determine what his needs are."

Specific community member(s) thoughts on minimum competency testing coincide with the official position taken by the district. The belief that minimum competency testing leads to harsh judgments being made and thus to defeated attitudes was heard several times. Also related were consistent concerns regarding Pygmalion effects, cultural bias, and isolation of masses of students for public education. There is much sup-

port for "emphasizing bringing all kids up all the time." The danger of teaching to the test is also thought to be reduced because the tests are used diagnostically. It was believed, however, that some children have trouble with testing, and thus all children should be taught how to take the tests.

With a minimum competency testing system, Evanston stood to obtain information perhaps once a year, and as some suggested, "It would probably be too late to help us." Regardless of the problem of timing, it was also asserted that, "Predicted failures could harm late bloomers" and destroy innovative education.

In interpreting these comments, it appears that the prevailing thoughts of respondents are that the state need not impose minimum competency testing; districts can be and have been accountable for the progress of local students and Evanston does not want to be swept up in a national tide.

Evanston perceives its monitoring procedures to be a reasonable alternative to minimum competency testing.

V. Issues

A. Benefits of the Program

1. Student performance and growth since 1972 have either been maintained or improved during a period of time when the scores of students tested across the nation have been, by all reports, going down.

   On the average, District students make expected or better than expected gains as they progress through the system. In fact, at the time that the results of the desegregation study were reported in 1972 and we learned of the number of children who were not performing at the national average level, the administration set a goal for 80% of the student body to perform in the average range or above in reading and mathematics on nationally normed tests. We have since surpassed that goal and have raised our expectations to 90% of the student body. (In 1979-80 that goal was reached by the 8th grade class in reading, 89% in mathematics).

   Students have also experienced an increase in their academic self-concepts.

2. Teachers of math, reading and science receive diagnostic profiles of their pupils which help them to group and plan for instruction.

3. Administrators make use of all of the monitoring information as part of their local school needs assessment. (See Local School Planning document). The information is useful for internal self-improvement.

4. The Board of Education gives consideration to the monitoring data as it makes program and policy decisions.

5. Parents have some factual, detailed data to determine how well their children are progressing in the areas measured. Profiles are used in parent conferences. (See letter to parents). They are able to ask specific questions and dicuss expectations for their children.

6. The monitoring system provides a basis for establishing credibility with a variety of publics within the community. Since monitoring information is routinely made available to the community through Board meetings and the media, it facilitates good public relations.

B. Problems Encountered

Resistance on the part of some staff members: "they already know how their pupils are performing, there is too much testing, too much paper work."

C. Future Directions

The base of the monitoring system should be broadened. We are striving to become more inclusive of the other areas or dimensions of the instructional program, e.g., physical education, fine arts, student motivation.

URBANA

"An On Going Job of Reporting What Persons,
Programs, and Schools Are Trying to Do"

URBANA

"An On Going Job of Reporting What Persons,
Programs, and Schools Are Trying to Do"

I. Background

Urbana is a city of 37,000 inhabitants located in the heart of one of the richest agricultural regions in the world. It shares this location with it's twin city, Champaign. The city of Urbana is located 127 miles south of Chicago, 120 miles west of Indianapolis, Indiana, and 175 miles northeast of St. Louis, Missouri. Urbana serves as the county seat of Champaign County, and the area is the home of the University of Illinois.

The Urbana schools serve the families of the city of Urbana and the rural areas immediately to the north, east, and south. Wright Street, running north and south through the Champaign-Urbana-University of Illinois communities, establishes the western boundary of the school district. The Urbana school district contains 43 square miles, and the assessed valuation of the district for 1979 was $168,523,906. The district's total budget for 1980-82 was $14,138,136, establishing a per student tuition rate of $2,199.32.

The student enrollment for 1980-82 was 5,195 including students from the ages of early childhood through high school seniors. The district operates nine major facilities consisting of six elementary schools with children K-6, a junior high school for grades 7-9, a senior high school for grades 10-12, and a central administrative and curriculum center which also houses a program for early childhood handicapped students. The district also supports a center for adult education, an alternative storefront school, and a warehouse maintenance center.

The Urbana school community supports its schools, and many citizens are directly involved in the daily operation and decision-making processes. The district programs are designed to serve the full range of student needs, interests, and abilities. Through a local cooperative, instruction is provided for students who are severely and profoundly handicapped. At the other extreme, special programs are provided for students classified as academically gifted. The students in Urbana, on the average, score at or slightly above the 60th percentile on standardized reading and math tests. From 55%-60% of Urbana graduates go directly as full-time students to institutions of higher education following their graduation from Urbana High School.

Like most school districts in Illinois, the Urbana School District has experienced major enrollment changes in recent years. Student population reached its peak in 1969-70 when 7,037 students were enrolled. Enrollments have declined throughout the seventies. The decline in enrollment from 1979-80 to 1980-81 was about three percent. Presently the student population is 24% minority with four racial groups represented as follows: White, 67%; Black, 19%; Asian, 5%; and Hispanic, 1%.

With school funding based primarily on student attendance, declining enrollments have made it necessary to reduce the expenditure budgets of the district. Major reductions in program and staff were carried out in 1975 with other minor reductions in the late seventies. At the close of the 1979-80 school year, the district was completely reorganized. By closing two elementary buildings and a junior high school, the district was able to bring its budget into balance and restore some of the essential program cuts made in the previous years.

II. Policy and Programs for Evaluation

A. Program Evaluation

The Urbana Schools recognize that a major task of an evaluation program is the job of reporting what persons, programs and schools are trying to do. Therefore, much of the emphasis in evaluation is concerned with helping participants at all levels (students, teachers, parents, administrators, board members) to report what it is they are attempting to do. This initial purpose of evaluation is seen as basic to the succeeding phases which are concerned with determining the nature and worth of what is being done. Part of this task was completed in Urbana with the community's involvement in establishing broad Student and System Goals. This task is never fully completed, however, since the community is constantly changing both in terms of its needs and values. Frequent endeavors must be carried out to help to reflect them in the goals established for the schools. In order to provide evaluation that is helpful in making decisions, participants at all levels will need to be assisted in describing what it is likely they are attempting to do. This involves much more than stating objectives in an appropriate space. Describing what one hopes to do can be accomplished in several ways, many of which avoid the prevalent criticism that stating what one does in terms of behavioral objectives tends to promote serial nonproductive teaching.

The second phase of evaluation involves the preparation of answerable and relevant questions which reflect the concerns of those making decisions at all levels. Often questions asked of evaluators are ambiguous or for other reasons unanswerable. Participants need assistance in developing appropriate questions.

Once appropriate questions have been developed, instruments and techniques are usually available to answer a wide variety of questions in the areas of diagnosis, assessment of needs, measures of change, review of related data, etc. The value of an evaluation program is related to its ability to utilize this data to best answer its answerable questions.

B. District-wide Testing

The district-wide program for testing was established in 1978-79 and continues for 1980-81. This program has been established to provide systematic monitoring at strategic levels with a minimal

expenditure of dollars and student time. A review of district-wide testing will be made prior to 1981-82 in conjunction with the district's plan for competency-testing.

In addition to the required district testing, building and other program groups are encouraged to provide testing as might be needed. Projects such as Title I, Title VI, etc., often require special assessments that include additional student testing. Wherever possible, these programs use the same instruments and data as the regular program.

REQUIRED DISTRICT TESTING
1980-81

Grade	General Achievement	Reading	Math
Kind.	-none-		
1	-none-		
2	Feb.		
3		Sept.	May
4	Feb.		
5		Sept.	
6	Feb.		May
7		Sept.	
8			May
9	Feb.		
10	-none-		
11	Sept.		
12	-none-		
Title I	Oct. May		

C. Competency-Based Testing (Board Policy)

The Board believes that continual assessment of educational programs, services and student achievement is important in moving toward the Constitutional goal of "educational development of all persons to the limits of their capabilities." To assure that each student attains acceptable levels of achievement at regular intervals throughout his/her school career, an annual assessment will be made at designated levels throughout the student's participation in the Urbana Schools. The program is to contain the following elements:

1. Common goals should be established for each educational level in the areas of reading, writing, and arithmetic.

2. Competency-based testing should not be used to determine whether or not a student should receive a high school diploma.

3. Competency-based testing should not be used to determine whether or not a student should be placed at the next grade level.

The basis of instruction in District #21 is the list of learner objectives identified for each subject in district-developed curriculum guides. There are guides in the major content programs, as well as art, music, physical education, home economics, and industrial arts. It is these objectives upon which individual student achievement and program effectiveness is based.

To the degree that the norm-referenced tests measure program effectiveness, program and student data is used. The CRT program is specifically constructed to measure these objectives in reading, math, science, social studies, and language arts for levels K-8. These tests, administered either as end-of-year or unit (topic) tests, include identified minimum competency skills for each level in reading and math. Though empirical test data helps to identify program strengths and areas of concern, valuable assessment information is also gathered from classroom teachers, administrators at all levels, and the Board and community.

These components provide sufficient data to assess the program itself as well as the students as they progress through the instructional program. These types of evaluation tools are used to make program decisions and even revisions during the school year. These results then help determine the program plus decisions for that group or program for the following year.

In summary, the District #21 evaluation and assessment program is a major part of the program planning process. The use of both "hard" data from the norm- and criterion-referenced tests, as well as the staff and community input in this process, constitutes the major force behind the measurement of program effectiveness in the district.

III. Specific Evaluation and Assessment Program Components

A. Curriculum Development and Review

Evaluation and assessment are meaningless terms unless they can be applied to specific and identifiable outcomes. Therefore, the basis that the instructional program and the evaluation of that program must rest on learner objectives in all instructional areas was begun in District #21 in 1970. At that time, curriculum study groups made up of administrators, teachers, and parents developed initial program goals and objectives in each subject area. Though under constant scrutiny for proper placement and mastery level, these objectives have been developed and set in place since 1978. Since then these groups have revised, rewritten and developed new objectives where necessary. The compilation of these objectives results in the development of a curriculum guide for each instructional level. Besides listing objectives, the guides contain concept outlines, suggested teacher activities, correlations with materials and resources located in the District learning centers, and page correlations of the objective with the current

basal text program. The intensity of instruction for each objective is also defined--introductory, exposure, instructional, mastery, reinforcement, and enrichment. Reference to the curriculum guide defines the learner outcomes as well as the level of instruction to be provided.

Since it is impossible to formally evaluate all mastery level objectives in each subject and grade, it is necessary to identify priority objectives as well as those designated as requiring minimum competency at a specific level. The list of these priority objectives is developed annually by study groups and is printed and distributed to the staff. In this way, expectations are defined prior to program implementation and variations from this expectation can be identified, discussed and a decision made regarding individual program changes prior to program evaluation. Appropriate instructional levels are identified for each student and then instruction takes place.

Each study group is chaired by a subject-area curriculum coordinator whose task it is to investigate current instructional trends, methodology and materials which are then used to assist in determiniation of the placement and instructional level of each objective.

These committees and curriculum coordinators must ratify their decisions by looking outside the District #21 boundaries. Comparisons of the district's objectives with those of major test and text publishers is a necessity. Furthermore, participation in research studies, such as those conducted by the Institute for Education Research (Glen Ellyn) become a major component in the reexamination of the local curriculum. Such a study results in a conscious decision to place (or not place) an objective at a particular level.

After a curriculum is developed, it is reviewed by both the Curriculum and Administrative Councils for amendment and/or ratification. The final step is Board of Education involvement, resulting in adoption of the learner objectives, basal text programs, and the monitoring system which will evaluate that curriculum.

All levels of the staff and the community are part of the process which determines what will be taught at which instructional level. The next step in the process is the identification of the standards or criteria which each student should meet for that level of instruction.

This determination is made in conjunction with the development of the objective. By identifying the level of instruction as well as the degree of mastery through the process defined above, each staff member is aware of

the degree, as well as the level, of the instruction. It needs to be stated that this is a slow, painstaking process which includes a significant amount of teacher in-service. The necessity of patience in the process is based on the well-established fact that the basis of instructional programs at all educational levels has traditionally been the teacher's edition of the basal text. It is difficult to imagine the existence of any one text program that reflects, to the degree necessary, the desired instructional objectives which a local educational agency has determined as basic to its program. It is therefore necessary to define learner outcomes by level and provide the level of awareness and training for the teacher which will lead to the instruction given in those areas deemed important by a Board of Education.

The standards developed for minimum competency objectives are more easily identified. These must be at the 100% mastery level. Of greater concern is the actual identification of these skills in the various subject areas. This too is a long, yet finally rewarding, process.

B. Assessment

1. Instruments and Methods

The formal tests used to measure achievement represent a combination of publisher and district-developed instruments in each of the three evaluation components.

a. Norm-Referenced Tests

The major data for this component comes from the SRA Achievement Series (1978) test battery administered in the fall of each year to grades 3-8 as well as multicultural students in grades 1-8. This battery includes reading, math, language arts and an educational abilities test at all levels, and science, social studies, and reference materials in grades 5-8. Other data is developed from specialized norm-referenced tests such as the Gates-MacGinitie reading and Key Math tests. These are used to evaluate special programs.

One of the purposes in using normed data includes the assessment of District #21 students relative to like students in the rest of the nation. Another purpose is the necessity of comparing students' educational ability level to their achievement. Finally, the District curriculum can be compared to that which is measured by the standardized tests.

Besides the use of individual and group profile scores, the staff is provided Longitudinal Assessment Profile reports (LAP). The LAP data tracks individuals and group growth over a period of time. This data allows the staff to set goals and make projections for the student. It further allows the staff to set goals and make projections on group achievement and then, in the year following, assess programs towards those goals.

b. The CRT* represent an important body of data in the evaluation program. Reading and language arts tests are administered as end-of-year summative tests. Each reading level (K-8) and language level (3-8) contains 15-18 mastery skills tested by 5 items per objective with 80% established as the mastery level of competence. The math, science, and social studies tests are administered at the end of each unit (topic)--5 or 6 units per level, grades 3-8. Each unit measures about 7-8 mastery level objectives. Grade 1-2 in these three areas are also end-of-year tests. The major purpose of testing even the primary grades is to attempt to identify those students who will have learning problems early on and then let program plans reflect special needs at these primary grades.

There are minimum competency objectives at each level of reading and math. The criteria for mastery of these skills is establised at 100%. It is important to understand that there is no specific emphasis placed on the MCT. Rather, the goal is for each student to achieve at the mastery level. If this is attained, the minimum skills will be maintained.

Included in the CRT component are publisher-made tests related to various programs. Reading mastery tests serve as the basis of movement (or lack of it) by a student from one level to the next. Test results are reviewed for mastery prior to the introduction of skills at the next level. In non-CRT areas such as art, music, and physical education, evaluation procedures are established during the program planning process and relate to program objectives.

c. The third component - teacher/administrator, Board/community evaluation -- is conducted in conjunction with the first two. The teachers' and administrators' input is critical to the process since they perform the day to day operations and make the daily decisions which implement the program plans. The empirical data of the testing program is valuable only in as much as it is meaningful to the staff. They have to use all available information to assess student achievement and program effectiveness. The community provides its voice in the evaluation process by reviewing summary data at workshops, committee meetings and presentations and by reflecting

its feelings and concerns to the Board of Education. The Board policy is based on the full complement of program evaluations. These policies then set the direction and tone for program plans which implement those policies.

2. Use of Data

It is necessary to identify some of the types of reports provided staff before identifying the uses of the various types of data. The norm-referenced and staff data presentation is relatively standard and is common to most all Illinois districts involved with the use of these types of instruments and information. What is important to identify is the CRT system, something unique to District #21.

After students take a CRT, the answer formats are sent to the central office. The primary grade (K-2) test booklets in which the students have marked their responses are sent to a key punch service where the data is punched in a format for use on a Systems 3400 IBM computer. Grades 3-8 answer sheets are scanned on an NCS Century 7001 optical scanner. Both sets of data are processed on the computer and data is scored and organized into reports for the instructional teacher, building principal and central office personnel. The following is a sample of the types of reports made available to staff to be used as one of the components in the evaluation process.

For purposes of demonstration, the following sample is provided.

A fourth grade class has two instructional groups in math with five (5) students in one group and twenty (20) in another. Assume that there are only three skills tested on the Level 4 CRT. The following samples will identify the reports generated on the smaller instructional group of five students.

Some resource information is now necessary. Below is a sample (incomplete) list of learner objectives of the Level 4 math program. This information is necessary in order to interpret the data following.

LEVEL 4
MATH CRT OBJECTIVES

Concept Number	Concept	Mastery Criteria
1	Multiplication by single digit	80%
2	Basic division facts	80%
3	Fractions on a number line	80%

After the students have been tested, the following types of reports will be generated.

a. Student Concept Report

This report organizes the five items tested on each concept into one piece of data for each child, for each concept tested. The report generated for this sample would appear as on the following page.

Level 4 Math — District 21 CRT

Student Concept Report

School: Brown — Teacher: Smith ...Section 01

\+ = Passing Student — - = Non-Passing Student

Concept No -	1	2	3	
Criteria % -	80	80	80	Total
Jones, James (4)	100+	100+	80+	93
Long, Betty 4	100+	100+	80+	93
Mason, Mark 4	100%	80+	80+	87
Patton, Mike 4	100+	80+	80+	87
Wall, Mary 4	60-	40-	40-	47
CNT 5 Average	92%	80%	72%	81%
Total Passing	4	4	4	
Non-Passing	1	1	1	

The Concept Report identifies five grade 4 students took the on-level math test related to the three concepts identified. Concept number and the mastery criteria are identified in the heading just above the student scores. Each student's results are organized by concept with a total percent correct at the far right. A plus (+) sign indicates the opposite. The average percent correct for each concept is located below the student scores. A summary of the number of students passing/not passing is also presented. A summary of this report would include:

1) The average percent correct for this group was 81%.

2) All but one student (Mary Wall) reached the mastery criteria on all three concepts tested.

3) The concept with lowest percent correct was #3, fractions on a number line (72%).

4) Analysis

   a) Mary needs significant reteaching.

   b) All students should review fraction concepts.

   c) The group (except Mary) can proceed to the next level. When confronting division or fraction concepts, the teacher should monitor instruction on a daily basis.

b) District Summary Report

This report summarizes the data from all students in a school who took a particular test level. Recalling that the sample of five (5) students was part of a total group of 25, the report for this school, designated school #1 of three schools in the District, would appear as follows:

TEST SUMMARY REPORT BY CONCEPT

Grade Level	# Students.....	** Schools 01	 02	 03
	CONCEPT: 01 MULTIPLY BY ONE DIGIT			
4	75	25	 25	 25
	% Pass	80%	88%	72%
	CONCEPT: 02 DIVISION FACTS			
4	75	25	 25	 25
	% Pass	84%	88%	72%
	CONCEPT: 03 FRACTIONS/NUMBER LINE			
4	75	25	 25	 25
	% Pass	80%	88%	72%
TOTALS				
4	225 pass N	65	66	54
	%	81%	88%	72%

Average Passing.....80.4%

The Test Summary Report by Concept identifies the number of students tested at Level 4 Math in each of three schools. The school numbers (01, 02, 03) are below the heading. Concept name and numbers are underlined. The left margin identifies the grade level of the students tested as well as the number of students tested in the district (75; 25 at each school). The report is interpreted as follows:

1) For school 01, Concept 01, twenty-five students were tested, while 80% of them reached the mastery criteria.

2) For school 02, Concept 01, of the 25 students tested, 88% reached the criteria.

3) School 03 had the lowest percentage of students reaching criteria on all three concepts - 72%.

4) The totals at the bottom indicate that for school 01, 81% of the time students reach the criteria on the Level 4 Math test.

5) School 02 has a test total of 88% reaching criteria, while school 03 is at 72%.

6) The district average passing is located in the lower right corner of the report. It is 80.4% for this sample.

7) Analysis

a) School 03 has the most students reaching mastery criteria.

b) School 02 probably needs to reteach these concepts to most of the 25 students. The Concept Report for school 03 would identify which students.

c) School 01 should closely monitor these objectives the next time they are reviewed. The students may still need additional reinforcement.

d) Reteaching is necessary for any students not reaching the criteria.

c. Other Reports

There are other reports prepared for various purposes. They will be identified here, but samples will not be provided.

1) The Rank Order report calculates the percent of concepts on which a student has reached the mastery criteria and then rank orders the students in each grade in each school from high to low. The purpose of this report is to identify which students are (are not) reaching the criteria on 90% of the concepts tested on each level. This allows the program plan to reflect particular student needs on any one level.

2) The Exceptions (Passing/Non-Passing) report identifies by school and grade which student(s) has not reached the mastery criteria on any one concept tested. Such a report identifies the group of students in a grade who need reteaching on a concept.

3) The Item Analysis and Test Analysis reports are used to validate test items for inclusion in the item bank. The Test Analysis provides discrimination and difficulty level indices which, together

with teacher and coordinator input, result in an item included in or discarded from the item bank.

This system provides all levels of District #21 personnel and the Board and community with required CRT data for use in program evaluation. With this background, it is appropriate to identify how the various components are used in the assessment process.

As previously mentioned, the evaluation program is one portion of the PPBES process. It therefore must be placed in focus with this process. Program planning takes place in September of each school year. The teachers have had the students in their instructional program for almost a month when an inservice day is used to formalize these plans. The planning process is not limited to this day's activity. Changes can be made until the last quarter of the school year if they are deemed necessary. During the program planning, the staff makes projections on the instructional level and anticipated mastery levels of students or instructional groups. These goals are then used to identify the necessary curriculum, materials and resources, and instructional times. During the year, progress towards these goals is monitored by collecting appropriate data, including teacher, administrator and parent subjective opinions.

At the end of each year, another inservice half day is allocated for program evaluation. At this time the program plan goals are reviewed and the actual data from the three components previously identified is summarized on a report form. The comparison of projection to actual is made and both strengths and weaknesses are identified. There are, of course, many portions of both the program plan and end-of-year evaluations which deal with other than student achievement. The transfer of the concepts is consistent however. It may be necessary for a teacher to establish student behavior-related goals in September. The process requires collection of any meaningful data--number of students sent to the office, suspensions, etc.--for summarization at the end of the year.

It must be emphasized that this is a year-round process, with the end-of-year report representing a summary of the year's activity. The results of this evaluation process are used in several ways. The necessary information about a student or group is transmitted to the next year's teachers. The data gathered may result in plans for program changes for that same level in following school year. Staffing patterns and instructional program grouping patterns are tentatively set. Time allocations for particular subject areas are established. By the time the staff has completed its end-of-year evaluations, all critical data has been gathered and is summarized in the final report.

This does not represent the end of the process. Building principals, curriculum coordinators and central office administrators must now summarize the year's achievements, activities and areas of concern for the purposes of developing summaries which are the foundation of next year's district-wide plans and goal setting. All program supervisors submit final reports to the Superintendent who then is responsible for reporting to the Board of Education.

Each year the Board receives a review of the test data. Program strengths and concerns are identified. Progress towards previously established goals is identified, and eventually new goals are developed from the collection of this data.

The entire PPBES, including program evaluation, is applicable to all students and all programs in every classroom to the Board of Education's goals. This includes all state and federally funded projects such as Title I and Multicultural. Each program supervisor is expected to make program revisions based on the data collected. It may be that the principal will recommend a departmental structure, rather than a self-contained program. A curriculum coordinator might revise the placement of certain objectives after several years of history indicating the need for such a revision. The Superintendent or the Board might select alternative district-wide goals as a result of the total program evaluation results.

IV. Reporting the Evaluation Process

The various data collected are reported to students as are other such test scores and evaluation information. Parents, of course, receive necessary information, including a parent report of norm-referenced test data and, on request, the CRT data. Plans for a parent report form for the CRT results are in the development stage. Data and information are provided parents and community members through district newsletter publications as well as through Board-sponsored workshops on specific programs during the course of the year. Each school also sponsors parent information programs through the Parent-Teacher or Parent Advisory Council programs. In such programs, building staff or district-level administrators and/or Board members transmit information to the participants by conducting workshops related to particular topics.

The primary communication of program plans and the evaluation process is through the Board of Education and its annual review of these plans during the budget formulation process. The Board's monthly workshops often relate to program plans and their effectiveness. The Board, through its communications to the community, establishes and sets policy, accepting community input and acting on administrative recommendations. The District #21 Board of Education is actively involved in the entire PPBES process.

V. Issues Related to the Evaluation Program

A. Program Benefits

The most obvious benefits to the District #21 evaluation and assessment program are those which accrue to the students. By defining learner outcomes, program plans and necessary budget allocations, and then having the ability to evaluate their success or failure, it is apparent that the student benefits the most. The District #21 commitment to providing the best possible educational program for its community is a very real one. Even in the face of rising educational costs, declining enrollment and resources, and changes in the make-up of the community, the district has developed, maintained and even stepped up its commitment to improve the instructional program. While all facets of the program lead to better or more achievement by the students, the further development of the evaluation program has had a significant effect on the students' opportunity to achieve.

It is also apparent that the community, as represented by the Board of Education, has the opportunity to identify what it determines to be important and review program plans to see that these plans reflect community needs. The evaluation data help determine the success or failure of these plans. Without the evaluation program, such an assessment would only be an educated guess.

Parents are directly impacted by the evaluation program since they see the results of the evaluation of the child's instructional program. Though there is not yet a formal parent report form for the CRT, these results are discussed at appropriate parent conferences. Since these scores are part of the the child's temporary cumulative folder, parents are able to request to see all CRT scores.

The classroom instructional teacher in each CRT area has a distinct advantage in seeing the results of this testing. First, student scores, taken with other evaluation data, may result in simply reteaching of a concept(s) on a revised instructional program, identifying areas of concern and adjusting accordingly.

The availability of CRT data allows administrators at all levels to better evaluate their areas of responsibility. The principal can use CRT data to better assess grade-level programs during the year. Plans for revision can begin during the year. The entire evaluation design should provide the principal with an overall picture of the student and group achievement. Curriculum coordinators, responsible for particular program areas, are concerned with individual school and district-wide data. They use the available information to identify areas of strength and weakness and work with building staff to remediate weaknesses by revising the program plan and establishing a monitoring system. Central office personnel, using district-wide evaluation data, set district-level priorities and interact with other administrators on improving the instructional program.

B. Problems/Concerns with Evaluation

The most obvious difficulty with the entire assessment program is the issue related to teachers' trust level in the use of evaluation data. The availability of data related to a teacher's class of students in several subject areas creates a high level of concern regarding the use of such data. The major goals of program evaluation can be related to the teacher's professional evaluation in the sense that the purpose of both is to improve the learning level of the students. Just as every building principal should evaluate programs to improve the instructional program, the degree to which this is accomplished is the degree to which teachers will feel more secure in developing program plans and providing for program evaluation.

The part of the evaluation process that needs continued development is the building of trust between the teachers and the administrators to realistically develop program plans and then evaluate them accordingly. The key issue here lies with the concept that failure to reach program goals does not necessarily indicate poor teaching, but may indicate the need to plan better or to monitor during the year in such a way that plans can be revised prior to the final program review.

This is a very difficult task, requiring time, effort, and energy to inservice staff on the many facets of program planning and evaluation.

Another issue related to the entire design is that of availability of data. Norm-referenced data is only available after November of each year. Since there is no spring testing (post test), the cycle through the next November must be anticipated and managed. It is primarily for this reason that the normed data is less valuable than other information.

A major concern related to the CRT program is the availability a valid test items for each concept tested. The goal of ten items of varying degrees of difficulty for each objective tested is a long-term goal since item validity and reliability must be established over time. A major program effort is being extended to secure items from outside sources rather than continuing to rely solely on in-district development of these items. State agencies, other school districts and test publishers are being consulted on the availability of items which will appropriately measure student achievement of the district learner objectives.

Finally, the district is concerned about the appropriate amount of time spent for evaluation purposes. The evaluation program, as defined, requires about 1.2% of available school time for students to participate completely in the process. Teacher time, including preparation and administration, represents an additional 1%. Though this does not appear excessive, the staff often thinks too much time is allocated to evaluation.

C. Future Directions

While District #21 is rightfully proud of its evaluation and assessment program, which includes statistical and subjective data related directly to its program goals and objectives, it has attempted to systematize the collection of this information so that it can be incorporated into the PPBES process. The Board of Education, community and staff are working towards the constant improvement of its instructional program by investigating all the factors involved in the teaching-learning process. Program and student evaluation will continue to be a high priority, for without it, there is no real accountability to our constituents--the students and the taxpaying community who support the District #21 educational program.

ATTACHMENT #1

DISTRICT 21 PHILOSOPHY OF TESTING

The testing of students at all levels of education should be done for the purposes of individual student and program evaluation. Done after the proper instruction and with appropriate instruments, data derived from testing should provide an assessment of the strengths and weaknesses of each student and program, and an indicat on of the next instructional level for the student.

The testing program should include these features:

1. Criterion-referenced tests indicating the relationship of the student to the District #21 curricula. Primary functional use of these test results is for the professional staff, providing valuable information to identify:

   a) where reteaching is necessary,
   b) where teaching strategies should be modified,
   c) where a refocus on primary objectives is necessary,
   d) where district-wide objectives need to be re-evaluated.

2. Norm-referenced achievement and ability batteries indicating the relationship between a student and/or program and the normed group. The primary function here is to evaluate student standing and progress according to individual ability.

3. Teacher assessment which may include: publisher related tests/activity sheets indicating end of unit achievement or student understanding of the content taught; teacher-made tests; oral responses, written assignments and demonstrations; simulations; projects; activities; and field studies done by the student, indicating the level of student achievement or application of skills taught.

These elements should provide sufficient data to assess both student progress through the instructional program and the program itself. Though evaluation and assessment are carried on for the duration of the program, these elements provide sufficient data to assess both student progress and the instructional program itself. Formal evaluation should constitute the appropriate amount of time and resources needed to accomplish the stated purposes.

ATTACHMENT #2

CRT/MCT TESTS AND ADMINISTRATION INFORMATION

Tests			Administration			
Subject	Grade	Min. Comp.	Annual May	1st Sem. Jan.	2nd Sem. May	Unit Test
Reading	K-8	K-8	x			
Math	1-2		x			
	3-6	1-8				x
	7-8		x			
Science	1-2		x			
	3-6	3-6*				
	7-8	7-8*				x
Soc. Studies	1-2		x			
	3	3*			x	
	4-8	4-8*	x	x	x	x
Language	3-8	3-8	x			

*Indicates that MCT is planned for these areas.

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